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TRAINING AND SUPERVISION FOR EXTRA  
MURAL LEADERSHIP IN GROUP WORK

A study of a program of recruiting and selection; training and supervision of part-time paid workers in the Extension Service of the Burroughs Newsboys Foundation in Boston, Massachusetts.

A Thesis

submitted by

Samuel Lewis Miller

(A.B. Harvard College, 1937)

in partial fulfillment of requirements for the  
degree of Master of Science in Social Service

1943

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MUNICIPAL LEADERSHIP IN GROUP WORK

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School of Social Work

Nov. 1, 1943

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## PREFACE

The following study resulted because of interest in this area of Group Work Practice aroused by the opportunity I had to observe and participate in this work while employed in the Extension Service of the Burroughs Newsboys Foundation, successively as a club leader, assistant supervisor and Director of the Extension Service.

The material presented here was obtained from the records of the Foundation, from information supplied by leaders working in the Extension Department, from other group work agencies, and from available published Group Work literature.

I would like here to express my appreciation particularly to Mr. Harry Schatz formerly Director of Activities of the Burroughs Newsboys Foundation and to Mr. William McCormick of the Huntington Ave., Y.M.C.A. for their very generous assistance. I would also like to offer my thanks to all those leaders who participated in this study and to the others who assisted me.



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## SECTION A - INTRODUCTION

### CHAPTER I

#### Early History of the Burroughs Newsboys Foundation.<sup>1</sup>

The Burroughs Newsboys Foundation is located at 10 Somerset Street, on Beacon Hill in Boston. It was founded 15 years ago by a former newboy, Mr. Harry E. Burroughs. The original charter provided that the membership be restricted to newboys only. Shortly after, however, it was amended to include "all boys working by necessity on the streets". It is supported by the Community Fund and private donations. Although the Foundation serves street trades boys particularly, it is a private agency and has no legal jurisdiction over street traders.

Coming to the United States at the age of 12, Harry E. Burroughs was immediately precipitated into the streets faced with the task of earning his own living. As a newboy he was thrown into contact with various types of people, good and bad, and was often forced by the pressure of circumstances to go about this work

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Even as a boy Mr. Burroughs realized that his was no exceptional case; that very probably almost all of the boys working on the streets were subjected to the same spiritual and physical deficiencies, the same malignant influences and very probably the same yearning for bodily comfort and self-respect as he experienced. Consequently, at an early point in his career, he resolved that if it were possible he would endeavor to make up in part to the newsboy what he himself felt was so woefully lacking in his own life. As a result of this idea, in December of 1927, came the Burroughs Newsboys Foundation, "aiming to bridge the gap between the street life of the newsboy and his future responsibilities".

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These boys had literally been born and brought up in their kitchens, using the living room, (the parlor or front room) if there was one in their homes, only on most special occasions. Quiet surroundings, soft spoken people, pictures, rugs on the floor, books on the shelves were totally foreign to their lives. And yet these were the things it was felt that they craved and for which they had a wholesome respect. To be permitted to use a building so equipped would be the fulfillment of a real desire.

It was the theory of the founder that the impression made upon the boy by his surroundings would have the effect of curbing his developing coarseness, stilling his loudness. It would make the boy more of a gentleman and inculcate in him a respect and admiration for culture which it was hoped he would carry with him into his home and into his future, once the initial impression had been made.

But the crowning point of the plan for carefully selected and refined surroundings had to do with the self-respect of the boy. The realization that he, coming from the slums, had a right to use these beautiful things, impressed upon him the fact that he was really no worse than others, and helped to do away with the



feeling of inferiority and insufficiency which the nature of his trade forced upon him.

Every newsboy, believes Mr. Burroughs, consciously or unconsciously feels inferior to other boys who have opportunities which he is denied, and unless this feeling can be counteracted, diminished or eradicated, it stands as a definite obstacle in the way of his success. It may cause him to feel uncertain of himself in whatever he attempts to do beyond the scope of his regular activities, or it may bring about a definite compensatory reaction in the form of extreme boisterousness, blatancy, and coarseness. In either case whether it evidences itself as a feeling of mental insecurity or as a defense mechanism, it is undesirable. Consequently, by offering to the street trader a place where he could have the opportunities ordinarily denied him, it was felt that to a great degree this would compensate for the deficiency and would inculcate in him the sentiments of gentlemanliness and selfrespect.

But the mere giving of such a place was insufficient in itself. It was necessary to impress upon the mind of the boy that his was a place exclusively his own and without a connotation of a charitable institution. He was to

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have more than a license to use; he had to regard it as a part of his own life and property. How was this end to be achieved? In the first place, by making it an organization restricted to boys of his own type, coming from the same social class and employed in the same manner as he was, a feeling of common interest was engendered. In the second place, the name of the organization itself while partly supporting the first statement, served to impress upon him that the whole project was backed by one who understood him by virtue of the fact that the founder himself had been subjected to the identical kind of life. Here was no condescending and pitying charity. But instead a sincere "straight from the shoulder" attempt to give him what he was missing.

It was believed that one of the most important reasons for a boy's initiation into anti-social conduct is caused by his desire for approbation and lounging for status. If this need for applause can be directed into socially acceptable channels some of his problems will be solved. For that reason the boy is given an opportunity to enlarge his feeling of accomplishment by the presence of vocational and avocational arts which stimulate and give direction to his creative desire. He has the opportunity to receive the applause of others by partici-



pation in dramatics, orchestra, arts and crafts, discussion groups and other interests without indulging in petty larceny or breaking and entering to receive the applause of the gang.

The Extension Department. At first the Burroughs Newsboy Foundation served only those boys who were in the immediate neighborhood of the center which is located in the heart of Boston near to the Massachusetts State House and next door to the Boston City Club. However, seven years ago, a survey of Street Trader boys was made. This survey was carried on for a six months period and involved the help of six college students and National Youth Administration men. As a consequence of this work, leaders at the Foundation became acquainted with the street trades situation of downtown Boston. The boys met with in these downtown areas were organized into so-called Extension Clubs. The boys who were worked with, lived in the North and West Ends of Boston, both of which are composed of submarginal housing.

In the development of the Extension Program school centers were utilized as meeting places. The first groups were experimental and the time spent with the boys was very largely devoted to a discussion of the problems with which the street-trades boys were faced during the course of their work. Later (1938) the Extension Department

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expanded to the towns outside of the Intown District and the service was extended to the entire Metropolitan areas. Somewhat later work in the North and West Ends was stopped and all efforts were concentrated upon the work being done with the boys living in the outlying sections.

This change in policy occurred because it was felt that the boys in the North and West Ends lived sufficiently close to the Foundation to come to it directly with some degree of regularity and without the necessity of having to pay carfare.

Clubs were organized in Chelsea, Everett, Cambridge, Malden, Brookline, S. Boston, East Boston, Revere, Winthrop, Lynn, Beachmont, Brighton, Roxbury, Dorchester, Jamaica Plain, and Alston.

The Extension Clubs are essentially non-equipment groups in which emphasis is placed on discussions of street-trades problems and life experiences and interests. The leaders are part-time paid workers, for the most part, college men from local schools who are majoring in sociology, social work, or allied fields and are especially interested in human relationships. They spend half their working time on the streets in contact with the boys at work or else in the neighborhoods in which the boys live. The process of becoming thoroughly acquainted with street-traders and their trade and life experiences is called

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'street-work'. The other half of the leaders' time is spent in club-work.

Clubs are self-governed and have no predetermined curriculum. Problems for discussion may be initiated either by the leader or by the members. In either case the intent is that they arise out of the life situations in which the boys find themselves. Special interests and activities are also followed in accordance with the members desires and the facilities available.

It is the intent of the Extension Department to make a distinct effort to meet the street trader where and when he works and to utilize everyday experiences constructively in social group work to the end that these trade experiences may lead to an enriching life and not a dwarfing and distortion of personality.

Although only a five cent membership fee is required of members in Extension Clubs, extensive opportunities are made available to them at the Foundation itself. The game-room, gymnasium, and craft classes are open to them during the afternoon periods. They are also invited to attend Friday afternoon and evening movies and entertainment. Each Extension member is encouraged to take advantage of the Foundation Medical Clinic.

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arises through club or street contacts involving a member or a group of street traders and which requires special attention, the leader will consider it on a case basis. Sometimes referral is made to the Supervisor. Problems range from giving necessary information regarding the procurement of licences to personal difficulties involving home visitation and cooperation of case work agencies.

Boys needing medical attention as indicated by examination at the Foundation Clinic are referred by the Foundation Medical Social Worker for treatment at the specified hospital or clinic. Undernourished boys are invited to attend the food Clinic at the Foundation. Arrangements are made at the Harvard Dental School for those who need dental care.

As a result of experiment and evolving practice it has been determined that the best procedure is to make a survey of the areas in which it is proposed to work in order to determine the number of street traders, their ages, interests, etc. Also studied in a given area are the facilities already available for work with children and the percentage of street traders contacted who are already affiliated with these agencies. If the results of such a study indicate a need for the Extension Department to

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work in the area then the key persons necessary for our work in a particular community are contacted and their cooperation invited. Available facilities are opened up to the boys; they are organized into clubs and carry on a club program of their own under the direction of the assigned Foundation leader.

Leadership. In order to carry out the proposed program of club and community work it has been necessary to recruit properly qualified leadership. The various schools in Greater Boston are approached each year and as a result leaders are recruited from the Graduate Departments of Boston University, Boston College, Northeastern University, Harvard College, and Andover Newton Theological Seminary, etc. Almost without exception leaders are paid for this work either through a scholarship arrangement with their university or directly by the Foundation.

In the majority of instances the leadership has been initially inexperienced in group and community work although generally there has been a background of camping, or church experience and an expressed interest in the methods and aims of group work.

Statement of the Problem. While the procedure described previously is the plan for conducting the Exten-



sion program there are a number of difficulties in the way of carrying out a maximal program.

Various leaders in the field of group work have from time to time, proposed criteria for measuring successful group work. They have described the characteristics of the good leader, the best methods for motivating a group and its leader in the proper direction and so on. However, few Group Work Agencies would be willing to state that they had reached the ideal state proposed by experts. Rather they would confess to a lamentable number of lacks in their efforts to conduct a group work program as well as considerable difficulty in measuring the quality of the work they were actually doing.

Frequently, there has been a willingness, I believe, to conduct almost any sort of a program provided only the agency has been able to say that it is conducting a program. There has not been very great eagerness upon the part of the Group Work Agency heads to evaluate publicly the work being done or to decide not to continue a given phase of the agency's program if it did not reach a minimal standard. This partly can be explained by understanding the need for each agency to put its best foot forward when dealing with the public from which it derives its support and also because each agency is reluctant to



appear less ably managed than its fellows. Few will admit to having problems which they have hardly begun to solve. Few determinedly attempt to solve them. This, in my opinion, is unfortunate.

It is my belief that minimal criteria must be set up below which no first class agency should operate. To do so is to deny the worth of all those values which group work is supposed to impart to those with whom we work.

It is my opinion that until agencies accept minimal criteria below which they will not operate they will not deserve the support which will permit them to reach higher levels of service.

This study has by no means been intended as a "scientific study" in the usually accepted sense of the controlled experimentation with results which can be verified through duplication. Our intent has been to describe work actually done and to attempt to evaluate it in terms of advocated practice. As Arthur Swift has<sup>2</sup> pointed out.

Social science in general has suffered greatly from the difficulty of establishing proper criteria

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Arthur L Swift, Research and Methods of Evaluation in Group Work, Proceedings National Conference of Social Work, 1936.



for measurement of results ... There are so many variables that it is all but impossible to establish conditions which will permit the establishment of conditions requisite to controlled experimentation. However, various workers have from time to time established goals and criteria which appear to be reasonable and "valid" under given sets of conditions. I do not believe, however, that any social scientist can at present be said to have established principles which can be demonstrated with the same accuracy of results as given experiments in the physical sciences. This realization does not, however, preclude our attempting to reach such standards. It does impress upon us the need to be wary of setting up pseudo scientific "standards" and measuring our work in accordance with these. At the same time, however, we must be careful to note that results achieved empirically can be of value.

The chief lesson to be learned, I think, is that we should use our heads and strive to achieve those ends which appear to be reasonable when measured by commonsense standards.

This Agency, like others, has not been equipped with any set of minimal criteria for its work. The usually accepted figures indicating number of activities, and size of membership have been used to indicate successfulness of the work. Since this is the generally accepted means employed for purposes of obtaining support for agencies we cannot entirely condemn their use. However, more is required.

Purpose of the Study. The purpose of this thesis is to study the methods utilized in training and supervising the Extension Department leaders; To compare these with methods utilized by other agencies and with the re-



sults of some studies that have been made; and to propose the changes which it is felt will make for a more effective procedure in conducting the work of the Extension Service of the Burroughs Newsboys Foundation.

qualified leadership. Because of the limited budget generally provided for this group, it is frequently necessary for agencies to depend upon volunteers for leadership material. These few professionals who are qualified by training and experience are sometimes called upon to perform at various positions of leadership in the organization. It is not unusual to find a few individuals who are called upon to perform at various positions of leadership in the organization. It is not unusual to find a few individuals who are called upon to perform at various positions of leadership in the organization.

This problem has several different aspects. The recruiting of leadership material is one of the most difficult. There are few agencies which can boast that their program is completely staffed. Always there is the continuing search for leadership material. The agencies which are used by agencies vary and frequently are peculiar to the particular agency. Some will specialize in certain types of leadership material, while others will give only a minimum of training to their own staff.

There is the problem of choosing from among those candidates who appear. The staff will select a good leader, who



## SECTION B - TRAINING AND SUPERVISING LEADERS.

### CHAPTER I

One of the problems concerning any agency dealing with children on a group work basis is that of finding qualified leadership. Because of the limited budget generally provided for this group work, it is frequently necessary for agencies to depend upon volunteers for leadership material. Those few professionals who are qualified by training and experience to do group work quickly find themselves shifted to executive positions. The problem thus continues to be one of achieving a means of providing a good group work program with a minimum of qualified leadership with which to work.

This problem has several different aspects. The recruiting of leadership material represents a first difficulty. There are few agencies which can boast that their program is completely staffed. Always there is the continuing search for leadership material. The resources which are used by agencies vary and frequently are peculiar to the particular agency. Some utilize specialized sources which 'belong' to the agency and which give only a minimum to other agencies.

There is the problem of choosing from among those candidates who appear. Who will make a good leader, who



will fail? Some agencies welcome almost whomever they can get --- provided he comes from a legitimate source --- and trust to luck that he will succeed. Some agencies attempt to face the problem more carefully.

There is the problem of assisting the leader to orient himself to the agency, its philosophy and his own particular task.

Then there is another problem which the good agency should face --- its responsibility for the further development of the leader once he has been accepted. It is the agency's responsibility to consult with leader and to help him achieve a greater knowledge of group work technique and a fuller understanding of its objectives. How to achieve this satisfactorily is something which not many agencies have realized though there have been various more or less successful attempts.

Connected with all of these but also providing problems of its own is the process of supervision. What is the most efficient method of group work supervision? Is there any way of determining what is an efficient system? What is the absolute minimum in supervision below which no reputable agency should work? Few agencies have found the answers to these questions.

Practice in Various Agencies. Unlike business, the



means for attracting leaders for group work have been, by necessity, different from those utilized in most types of businesses or professions. Many agencies have been unable to offer money as compensation for leadership. On the contrary, the primary incentive has been the opportunity to contribute to one's community and similar more or less intangible satisfactions. The problem of how to attract such personnel has been met in various ways. Success has largely depended upon local conditions and the experience and aggressiveness of the person entrusted with this responsibility.

In both the Y.M.C.A. and the Girl Scouts fundamental statements of policy declare one of the functions of laymen to be that of recruiting leaders.

The Boy's Clubs of America recruits its leaders both through the laymen in the community and the staff. Leaders who are volunteers living in the area where they operate, trustees who are laymen interested in the work, and ex-leaders, work together in locating other leaders<sup>1</sup> for Boys' Clubs.

Associations differ in their methods of recruiting;

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1 American Association for the Study of Group Work, Group Work, 1939.



sometimes they change from one method to another that has worked well in another area of their own organization.

Recruiting by Group Leaders. The Advisors Council in Waterbury Connecticut is of this type. This is a training group which meets twice a month for supper and which is organized as a regular club with officers, constitution, program committee and so forth. These members are selected from business firms, colleges, employees with responsibility in factories, professional men and "Y" members.

Recruiting by Organization Committees. This is the most popular procedure in the Girl Scouts. The committee is made up of members of their boards and others in the community who are interested in the movement. An example of a good organization committee is reported in Cleveland Ohio. For efficient collection of pertinent material, they have worked out a series of blanks covering each step in the recruiting of new personnel. Through recording upon these blanks, each group is kept tabs on by the organization committee who follow the condition of the leadership of the new leader.

Baltimore, Knoxville, and Milwaukee Girl Scout Organizations all follow the principle that 'like attracts

sometimes they change from one method to another that has worked well in another area of their own organization.

#### Recruiting by Group Leaders. The Advisory Council

in Waterbury Connecticut is of this type. This is a training group which meets twice a month for supper and which is organized as a regular club with officers, constitution, program committee and so forth. These members are selected from business firms, colleges, employees with responsibility in factories, professional men and "B" members.

#### Recruiting by Organization Committees. This is the

most popular procedure in the Girl Scouts. The committee is made up of members of their boards and others in the community who are interested in the movement. An example of a good organization committee is reported in Cleveland Ohio. For efficient collection of pertinent material, they have worked out a series of blanks covering each step in the recruiting of new personnel. Through recording upon these blanks, each group is kept tabs on by the organization committee who follow the condition of the leadership of the new leader.

Baltimore, Knoxville, and Milwaukee Girl Scout Or-

ganizations all follow the principle that like attracts

like' and that the calibre of the organization will thereafter determine the kind of leaders they will be able to recruit. Also, they feel that by recruiting leaders in groups, they are reasonably sure that friends who are taken in together are probably similarly equipped to take leadership responsibility.

Special Leadership Recruiting Committees. The special leadership recruiting committee is a sub-committee of the Boys Work Committee in the Y.M.C.A. A chairman is chosen by the Boys Work Committee who has a good standing and good community contacts. The laymen chosen for membership come largely from the personnel offices of many of the leading commercial and industrial concerns of the city. They are already well-trained in the matter of standards for personnel and in practices most successful in recruiting. They can shift their experience from the business world to group work agencies. Even though the problems presented in finding group leaders are different in many respects from those in the business world, these experts can nevertheless be of great assistance.

Other methods being used. The Boys Club of New York City reports a Leaders Council made up of non-professional workers, who meet regularly to introduce new names of pros-



pects which they consider.

A commission on Enlistment and Training exists in the Y.M.C.A. in Boston. This is made up of Group leaders like the Leaders Advisory Council who recruit and train new leaders.

The Introductory Course to Girl Scouting is used by the Girl Scouts, and a similar procedure of selection from the best members of the class is followed in many Y.M.C.A. Associations. This is an orientation course which is utilized as a means of the staff getting better acquainted with potential leaders.

A group leader recommends a prospect who is then interviewed by the committee or staff assigned to the task of selection. This group leader recruiting is recognized as valid by the Girl Scouts and is often practiced in the Y.M.C.A.

In New York City there is a group known as the Neighborhood Association, organized in a distinctly underprivileged area which locates prospects and recommends them to the neighborhood Y.M.C.A. for consideration.

Lay chairmen of several boys Work Committees in St. Paul, Minn. organized a single Recruiting Committee

books which they consider.

A committee on Enrollment and Training exists in the Y.M.C.A. in Boston. This is made up of Group Leaders like the Leaders Advisory Council who recruit and train new leaders.

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consisting of themselves and other people interested in the community who had personnel experience in business concerns.

One Y.M.C.A. reports that its whole boys work committee contacts organized adult groups in the community, such as the Merchants Associations and ask them for volunteers.

School authorities in Connecticut are approached by Chairmen of the Boys Work Committee and asked to select prospects for leaders of clubs.

In the Boys Clubs and in many Y.M.C.A. and Girl Scouts groups the group members themselves find their own leaders, or recommend several prospects to the staff or other designated body for consideration and selection.

The National Zionist Organization and National Haddassah provide for the recruiting of leaders for their Junior Organization, Young Judaea, through local advisory groups of lay and professional persons. These local groups serve to select young men and women of promise from their community and these are afforded the privilege of attending free of expense a two to four week intensive training seminar in community leadership conducted at the National Training Institute of the Organization. The Institute is conducted in a summer camp and serves to



give those attending an excellent basic orientation in group and community leadership under close supervision.

In addition to the above, Young Judaea itself has recruited through its own leaders. These leaders have formed Leaders Councils, with a program of cultural and training activity of their own. Any young adult in the community has been free to join these groups. Additions to these groups have occurred through friends of leaders being brought into the group and also through publicizing the content of the program thus attracting interested persons.

By way of summation it may be said that successful recruiting has been reported from the following  
2  
sources.

Parent Teachers' Associations, Parents, Older brothers, members of older groups or clubs, Fraternal organizations in the neighborhood, Employees of Industrial, manufacturing and commercial concerns. A person recommended by a leader or committee layman because of his interest in some special project; College students; Volunteer Service Bureau; Public addressed by committee members; Former leaders sought out by committee members; An office in the building with a sign inviting clients



to enter; Laymen who secure prospects from their civic clubs, churches, lodges, or other community organizations. An agency advertises a course about the work; laymen register for the course and the best prospects are asked to become leaders; Paid advertising in newspapers.

Summer camp counselors, various civic groups, (women's) clubs, Rotary, Kiwanis, the League of Women Voters, etc.) Married social workers not actively engaged in their profession, college alumni associations, School Teachers, Newspaper Agencies' personnel, and Board members and<sup>3</sup> their friends have been sources of leadership.

#### Practice in the Foundation Extension Department.

The work of the Extension Department is decentralized in nature. It covers widely scattered points and generally the person who leads a club must not only plan to give the requisite amount of time for the meeting proper but must also take the time to travel to the place where the club groups meets. Generally this takes from one half hour to an hour and the return trip takes an equal space of time. In addition each leader is expected to meet the boys on streets while they are at work and not infrequently he



is expected to make the acquaintance of boys who are street traders and to act as the initiator of a club group. This is by no means easy work and in addition requires a large amount of time.

It would be a rare volunteer who would be willing to undertake such a responsibility with the further requirement of providing regular reports upon the state of progress of his work.

In order to be more certain of obtaining responsible leadership and also as an inducement for leaders to undertake this type of work it has been the practice at the Foundation to pay for leadership in the Extension Department. In this respect then, the problem of the Foundation in recruiting leadership has been one of lesser degree than that faced by the agency required by budgetary limitations to restrict its leadership to volunteers only.

Sources of Extension Leadership. The primary source of leadership at the Burroughs Newsboys Foundation for the Extension Department has been from the various schools and colleges about Boston. Boston University School of Social Work, Boston College School of Social Work, Boston University School of Education, Northeastern Law School,



Andover Newton Theological Seminary, Tufts College, and Boston University School of Theology have all contributed leadership.

Candidates were secured by contacting the deans of these various schools and also the placement bureaus of the schools.

In the case of the Schools of Social Work, arrangements have from time to time been made for students in the Field of Group Work to acquire their field work experience under supervision acceptable to the school. Club leaders obtained in this way have been of great value to the Extension Department and in general have been well worth the time required for their supervision.

The aforementioned places have been the primary sources from which the Extension Department obtained leadership during the period of its existence. However, a growing recognition of the advantage of obtaining leadership resident in the community led to an approach being made to the heads of the school systems in some of the cities served. The intent was to have these persons recommend leaders from among their teaching staffs. Three cities were selected for the initial experiment and two of them responded very well as the school heads were very



cooperative and readily were able to obtain persons from among their staffs able to undertake responsibility for groups.

Comparisons and Recommendations. A comparison of the sources and methods utilized in other agencies with those utilized in the Foundation tends to indicate that there has been considerable laxness in developing a sound program of leadership recruiting for the Extension Department of the Foundation. The leadership obtained, with the exception of the Social Work School Field Placements, has been generally relatively inexperienced and generally has not lasted more than two years.

A more careful survey of possible resources for leadership using the experience of other agencies as a guide and adapting these to the needs of the Foundation's Extension Department would be of great benefit in making the work of the Extension Department more successful and profitable.

The use of resident local teachers as club leaders appears to offer distinct possibilities and resources should be explored in each section of the metropolitan area.



Selecting Leaders. Although this phase of administrative responsibility has been relatively neglected in the group work field, it nevertheless is one of the most important from the point of view of insuring the performance of good work, best use of agency funds, and of providing the proper care of the children secured by the agency. Unless care is exerted at this point then careful supervision and training will largely be wasted or at the best will be inadequately utilized.

That there is wide spread need for more careful selection is indicated by these facts.

In one city 37.4% of the 299 groups, leaders were under 21 years of age; in another city, 29%; in an other, 26%. The inexperience of many group leaders is revealed by the fact that, in one city, 1,456 leaders, or 49.5% of the total, had led a group less than one year; in another city, 44%.

Limited educational background is indicated by the fact that 1/4 of the 2,939 leaders in one city had only a high school education or less; in an Eastern city, over two thirds of the leaders had no more than high school training. In another city, in New York State, over one half had the same limited educational background.<sup>4</sup>

Criteria Developed by other Agencies. Various methods are utilized by different agencies in choosing the leaders who will undertake responsibility for the groups served



by the particular agency. These may be listed as follows:

- a. The interview.
- b. Previous records of the persons applying.
- c. A questionnaire.
- d. Recommending committees.
- e. Public and semi-public agencies supplying leadership.
- f. Combinations of the above.

Agencies have developed a number of criteria for selection of leadership. Some of these requirements are listed herewith:

- a. Personal--emotional adjustment and maturity, real and vital interests, fundamental respect for and interest in others.
- b. Social vision and social interest.
- c. Knowledge of the learning process.
- d. Ability to guide without dominating.
- e. Knowledge of basic social resources of the community.
- f. Ability to give more time than that required by mere attendance at group meetings.
- g. Responsible, dependable, resourceful.
- h. With basic interest or skills within the possible range of the group program.

A national association has proposed the following criteria for evaluating leadership and these may be likewise



adapted for the use of the agency selecting the leader.

Its list is as follows:

1. To what degree are the leaders selected emotionally mature people?
2. Are the group leaders concerned with the personality growth of the individuals within their groups?
3. Do the leaders stimulate each person's creative abilities?
4. Do the leaders' objectives include the cultivation of those qualities in the group that are essential to a tolerant, clear-thinking, constructive citizenship?
5. Are the leaders versatile individuals?
6. What is the educational background of the group leaders?
7. Are the group leaders interested in current social thought?
8. Do they give sufficient time to their groups?
9. Have they an inquiring experimental viewpoint?
10. Do the group leaders keep adequate records.

In general, review of the requirements laid down for leadership selection and evaluation by progressive agencies indicates that these have varied with the type and purpose of the project; the age of the group members; social and economic status of members; religious affiliations; skills and abilities required, etc.

5 American Association for the Study of Group Work,  
The Role of the Volunteer in Informal Education  
and Recreational Agencies.

6 Op. cit., Group Work, 1939.



In general, however, of many qualities which could be listed, the eight most frequently considered were reliability, purposeful desire to serve, constructive social outlook, ability to maintain a cooperative, democratic approach, intellectual background, teaching skill, maturity--emotional, mental, chronological, and time.

Despite these criteria which have been laid down there is still considerable margin for error for the selection of the leader is dependent upon interpretation by the person evaluating the applicant of the criteria and the results will depend largely upon the experience of the person making the decision to employ in judging the qualities described. Few agencies have attempted careful evaluation of the type utilized in progressive commercial enterprises but tend to depend upon the horsesense of the old style business man.

Method of Selection Used by the Foundation. Primary reliance has been placed upon the source from which the leader was drawn. Since most leaders were obtained from colleges and Graduate Schools, it could be assumed that their educational training was adequate. A brief interview was held for the purpose of sizing up the leaders generally, but without having any specific criteria in mind. The interview was utilized to determine the applicants' general background

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and interests and if possible to gain some insight concerning his attitude to the work he was applying for.

The interview was utilized to describe to the applicant the nature of the work and to give him some idea of the purpose of the Foundation and of the philosophy underlying the program.

If the leader 'sized up' correctly, he was accepted for a trial work-period of one month. During this period, the leader was watched rather closely and was also given supportive supervision so that he would not be hurt or discouraged because of lack of knowledge of how to proceed. If during the trial period, the leader appeared to offer definite possibilities he was retained.

Over a period of three years we had the opportunity to observe a number of leaders and in this period of time there appeared to be little correlation between how a leader 'sized' in an interview and his ability to perform as a club leader. The primary characteristic which seemed to determine whether a leader would succeed in his work or as the presence of a strong sense of responsibility and a well-developed social sense. Those leaders who were employed, who had lived a childhood under circumstances similar to those with whom he was in contact with as a



leader, provided the best performance. A leader who had some athletic skills, and was 'alive' generally was more successful than others who assumed leadership responsibility. We observed that although many leaders who verbalized very well in an interview and apparently had a well-developed social sense and an interest in current affairs and issues and expressed themselves as tolerant and alive to their own social responsibilities frequently did not turn in so good a performance as those leaders who were somewhat inarticulate but earnest and attempted to meet the boys on their own level.

It was interesting to note that it was not possible to pick one type of leader. It was interesting and perhaps significant that the more experienced the leader, the more capable he was in working with whatever group to which he was assigned. If, however, he was inexperienced, he frequently would not be able to gain the respect and 'following' of the group which would tend to compare him with their previous leader. However, such a leader would be able to organize a new group from among his street contacts. This new group would generally be a group which would "match" the leader's personality. As the leader developed experience, he could go on to the point where

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he could handle more difficult relationships than those he first encountered in the group that he had built around himself.

While no initial interviewing records were made of leaders when they first applied for a position, subsequently, study was made of sixteen of these after they had led a club and had worked in communities for a year or more. The leaders studied were representative of the leaders used by the Foundation in any year in the Extension Department.<sup>7</sup>

The ages ranged from 19 years to 29 years. The majority were 22 years of age or over. Medicine, the law, the ministry, social work were the predominant vocational aspirations of the leaders. All had been extremely active in extra-curricular activities while undergraduate students. At college, the students had majored in social work, religious education, psychology, literature and history, industrial management, biology, and pre-legal studies. With one exception, all were students receiving a B average or higher in their college studies. Most of them had had work with children and young people before. They were camp counselors, club leaders, active in church affairs, acted as assistant

<sup>7</sup> For Schedule used and Tabulation of replies see appendix 1

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scout master, Sunday school teachers. Six of the leaders previous to their employment at the Foundation had never worked with groups before, but had worked their way through college. Hobbies of the leaders included fishing, dancing, fencing, reading, golf, collecting leaves, poetry, dramatics, photography, chess, discussion group, politics, hiking, nature study, bowling, tennis, and basketball. Almost all of the leaders had an interest in sports. One leader had been a club leader at the Foundation for a period of six years. One had been connected with scouting for nine years and one with the Foundation for two years, eight had had no previous experience other than at the Foundation. Nine had had experience as camp counselors.

In general it may be said that the men employed as leaders could be considered to have a good background for doing group work so far as education and related experience was concerned. All, with three exceptions said that aside from the money involved, they were interested in this type of work in preference to other types of work. Three were interested only in the work because of the pay involved. With but one exception all thought that the work being done at the Foundation was worth while and worthy of their best efforts. Typical of the replies



made were the following:

A. The work is worthwhile. The boys are deriving a new outlook on life from the leader and vice versa. New opportunities are offered the boys by the Foundation.

B. Yes. Provides an outlet for the Newsboys' enthusiasm.

C. I think it is worthwhile because the adolescent boy is in need of guidance especially in group relation experiences in which he may grow as a club member or as one of the gang.

D. I certainly do. To support my conviction I know that my boys have gained immeasurably from this year's work. They look upon life with less cynicism, nor 'joie de Vivre'

E. Yes, I think this work is very worthwhile. Many of these boys need special help which they receive through their club leader and the Foundation. All need the fellowship and group recognition which they receive.

Some leaders were more critical, as for example, this one who had worked at the Foundation for the first time and finally gave up the work to undertake work in a restaurant.

Evaluation and Recommendations. While in general, due to the sources from which leaders have been derived, there is apparently no great need to inquire too deeply into educational background. Although leaders were not especially selected with this in mind, upon investigation it was found that they did have a good educational background. Also there is no great need for the use of a written questionnaire because most of the material dis-



covered in the investigation could be found out in the interview held with each leader. All the leaders here described had a good background for group leadership. Their personality generally was fair or good. However, there was still something lacking for many of them did not turn out very well as club leaders and it is evident in the evaluation submitted by many of the leaders concerning the worthwhileness of the work they were doing that they were able to give back many of the phrases utilized at training meetings but could not support their statements with experiences indicating that they were aware of the implications of group work. To be sure, some were very much aware and did an excellent job. However, a comparison of the background indicated by the answers supplied in the questionnaire and their relative success in their work did not show any great degree of correlation.

It is my conclusion that there is some means required to measure the degree of maturity of the leader at the interview and also there is a need to follow up more closely during the month trial period on the adaptability of the leader to the type of work required in the Extension Service. The criteria suggested by other agencies are important but they are fairly indefinite and there must be

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developed more accurate measures of the various qualities and attributes which candidates should have. Until this is done much of the work of leadership selection is necessarily haphazard and dependent largely upon the intuition (whatever that may be) of the interviewer. Some of the initially apparently non-capable leaders turned out to be very good in this type of work. Others who appeared reasonable good material did not work out well. Perhaps the work test is really the only real method of selection. Certainly it is the final method and the most fool-proof, but even it can be fallible.

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## SECTION B - CHAPTER II

### Orienting the Leader to the Agency and Its Program.

As important as it is for the agency to find and select good leadership material of equal importance is the need to orient the new leader to the agency, its philosophy, and its resources as well as to the group with whom the leader is to be in contact. For as indicated previously, it is only rarely that an agency can hope to obtain a leader already qualified for group leadership, and conscious of the purpose of the agency.

There has been considerable thought expended on the best means of achieving the desired objective -- a mature, capable group leader bringing positive values to those with whom he works and at the same time gaining satisfactions as he sees his efforts bear fruit.

Procedures Advocated. Some agencies have progressed considerably in the direction of proper orientation of new leadership. However, probably the most common form of inducting the leader into service of the agency is still the one time interview in which he is made acquainted, in a limited way, with his duties. This is a simple form of orientation, and the inadequacy of the procedure, even when the leaders are well selected, is evident.<sup>1</sup> The

1 Op. cit., Group Work, 1939



leader should be fully informed regarding the philosophy, program and policies of the agency. Several methods are employed. The most effective probably is the conference method.<sup>2</sup>

Supplementing the conference method, a manual, outlining agency purposes, and procedures may be placed in the hands of the leader. The manual may effectively be used as a basis of conferences designed to broaden the leader's understanding of the aims procedures and program of the agency.

Knowledge of the neighborhood, the social conditions, ethical backgrounds, economic forces and social resources is essential to the equipment of the leader who works with the neighborhood group. Luidenberg points out that it is preferable for the leader to become acquainted at first hand with neighborhood if he is not a resident of the area.

A further step in the orientation of leaders in a number of agencies is the observation of groups in action. The Girl Scout training procedure provides for discussion

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<sup>2</sup> Sidney J. Luidenberg, Supervision in Group Work.



of the observer's experience and reactions following the visit. The technique of observation is employed in conjunction with leaders' training courses and leaders' conferences.

Practice at the Foundation. The plan at the Foundation for initially orientating leaders has been carefully developed and in its broad outline follows the ideal pattern laid down by experts in the field.

When the leader is initially interviewed, he is given a general picture of the Foundation and of the philosophy of its founder. When he is engaged he is given a copy of the manual describing the Foundation and its philosophy. He is told about the work of the Extension Department and is given an opportunity to read some of the records of leaders who have worked in the area to which he is to be assigned. He is taken through the Foundation itself and is shown the various activities in process and is then taken by the supervisor or assistant supervisor out into the field. He is given the opportunity to observe the methods utilized in making contacts with boys as they work on the streets. He is taken to some of the news agencies where boys who may become members of the clubs he will lead congregate. He is introduced to some of the key persons

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in the community for which he is to have responsibility. He may attend some extension club meetings to observe how the leader works with a group.

Each new leader is asked to make a survey of the community in which he is to work.<sup>3</sup> This process is repeated with each new man for it is felt that although the area reports available in the files would give him an outline of the community, by doing the work himself, he gains a much more comprehensive knowledge of the area of his responsibility. However, he does have an opportunity to find out beforehand, who the key men in the community are and the possibilities of his obtaining their assistance.

The Extension Department Program generally begins in the early part of October. At this time most of the new leaders are interviewed as described and one or two individual conferences are held. In addition, weekly meetings are organized at which all leaders are expected to be present. It is not always feasible for all to be present and for this reason there may be two such conferences each week with a general meeting held once a month at which all leaders meet together. These meetings are

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3 For a sample of a Survey made by a new leader see appendix II

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held throughout the club year and the initial meetings are primarily devoted to the preliminary orientation of the new leaders. A stenographic record is kept of these meetings and leaders are given copies of the record for reference. The following represents the minutes of three such orientation meetings. Present at these meetings were the Extension Service director, several "veteran" leaders and the new leaders.

#### Extension Staff Meeting.

Definition of area -- The facilities of last year are on the whole available this year in the various areas. School centers are open on Wednesday and Friday nights, except at the Jeremiah Burke School, which is open on Thursday and Friday nights. For clubs meeting on other nights, other meeting places will have to be located.

Work periods -- Each club period and each street period approximates two hours. Groups coming to the BNF for special interest groups count as a work period.

Purposes -- (1) Extended Service to newsboys outside the vicinity of BNF. (2) To go out in a community, meet boys, record observations in the club and on the street, and then, at the end of the year, evaluate any change in attitudes, behavior, etc. This is a project to evaluate group work. The project principle gives meaning to the work.

#### Experimental method --

Equipment -- area, facilities, activities

Material -- boys and leader

Observation -- records

Reactions -- attitudes and behavior of boys

Conclusion -- evaluation of the above

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#### Extension Staff Meeting

Discussion of year -- The facilities of last year are on the whole available this year in the various areas. School buildings are open on Wednesday and Friday nights, except at the Jewish Center school which is open on Thursday and Friday nights. For club meeting on other nights, other meeting places will have to be found.

Work periods -- Each club period and each street period approximates two hours. Groups meeting in the SMP for about a quarter of an hour as a work period.

Purpose -- (1) Extended service to neighborhood outside the vicinity of SMP. (2) To get in a community, meet boys, record observations in the club and on the street, and then, at the end of the year, evaluate any change in attitudes, behavior, etc. This is a project to evaluate group work. The project principle gives meaning to the work.

#### Experimentation Method

Assignment -- meet, facilities, activities  
Material -- boys and leader  
Observation -- records  
Reactions -- attitudes and behavior of boys  
Conclusion -- evaluation of the above

Conclusions will vary with different leaders, although there will be some general principles evolved. This is an opportunity to put to test the principles learned at school. The results of the work depend on each individual's effort.

Community or Street work -- This began as street and goodwill tours in downtown Boston. Now it has broadened to include contacts with homes and adults. We are interested in working with people who are in contact or in conflict with boys. Generally, every member of the Extension Department is a member of the BNF, although in the past, he has not been able to participate individually in the activities at the Foundation. The average size of a club is between 12 and 15 boys.

Each man will define his own area specifically as a result of going to the district and discovering distribution points. He must present and interpret our work to the men in the Distributing Office so that they many understand it. Some distributors have been very cooperative and some have not been.

Technique of meeting boys of the street --

(1) Locate points where boys are. (2) Converse casually with new boys, and after several conversations, worker may then talk about BNF, clubs, and boy's interests. (The conversational method) When new boys come to the BNF, they will be met and taken to movies or classes and talked to about the Foundation. Pamphlets should be used as a means of getting the names and addresses of the boys without arousing suspicion.

Work for the coming week -- (1) Go into the community, contact boys, find meeting places, etc. (2) Next week, start some of the old clubs. (3) Record contacts in the community -- names of contacts. The school centers in Boston opened last week.

Extension Leaders' Conference

The meeting was called to order at 4:20 by ---

Committees will vary with different leaders, although there will be some general principles involved. This is an opportunity to put to test the principles learned at school. The results of the work depend on each individual's efforts.

Community on Street Work -- This began as street and goodwill tours in downtown Boston. Now it has broadened to include contacts with homes and schools. We are interested in working with people who are in contact or in conflict with boys. Generally, every member of the Executive Board is a member of the BWP. Although in the past, he has not been able to participate individually in the activities at the Foundation. The various aims of a club is between 18 and 19 boys.

Each man will define his own area specifically as a result of going to the district and discovering distribution points. He must present and interpret our work to the men in the District Office so that they may understand it. Some distributors have been very cooperative and some have not been.

Technique of meeting boys of the street -- (1) Locate points where boys are. (2) Converse casually with new boys, and after several conversations, worker may then talk about BWP, clubs, and boy's interests. (The conversational method) When new boys come to the BWP, they will be met and taken to movies or classes and talked to about the Foundation. Pamphlets should be used as a means of getting the names and addresses of the boys without arousing suspicion.

Work for the coming week -- (1) Go into the community, contact boys, find meeting places, etc. (2) Next week, start some of the old clubs. (3) Record contacts in the community -- names of boys, facts. The school centers in Boston opened last week.

#### Executive Board: Conference

The meeting was called to order at 4:30 p.m. --

Reaction of the leaders to their Street experiences of the past week:

Mr: -- East Boston - Maverick, Central, and Day Squares - Papers mostly delivered from house to house. There seem to be only three corners for selling. Met five boys, got their names and addresses, to meet at Jefferies Point House. Must be at Canada Point when the boys get their papers to see them. No difficulty talking with the boys or getting their names. Talked about the Foundation and club activities and opportunities, then two boys immediately joined.

Mr: -- South Boston - Most boys get their papers from a truch at Broadway Station. Tuesday afternoon, talked with boys in pool room. Several had belonged to BNF Extension Clubs previously. Got some names. Saw Pernock, president of last years club. He is anxious to get started again.

- Downtown area - Difficulty lies in having to talk to older persons -- eg. distributing agents -- first. Met one boy, third year high school, intelligent, a BNF member, but never knew he could come in afternoons, should be helped to college.

Mr: - Met four boys Tuesday at distributing office. Mr. Poole, agent, friendly etc. Started club and got names and addresses of boys. To meet next Mon. at the High School.

Mr: -- Everett - Meeting places arranged -- High School on Monday, Tuesday, Thursday evenings; Center School on two afternoons; some kindergarten another afternoon.

Mr: -- Contacted community leaders in Cambridge. Good response except from the head of the YMCA who says an "official blessing" is needed. Suggested that Ryan apply for associate membership. Many boys know the Foundation and went to Agassiz Village. They are enthusiastic. Technique -- to go to distributing office and get manager to introduce me to boys.

Reaction of the leaders to their Street  
experiences of the past week:

Mr: -- East Boston - Maverick, General, and Day 3pm-  
area - Papers mostly delivered from house to house.  
There seem to be only three corners for selling.  
Met five boys, got their names and addresses, to meet  
at Jefferson Point House. Went to at Canada Point  
when the boys got their papers to see them. No dis-  
tinctly talking with the boys or getting their names.  
Talked about the Foundation and club activities and  
opportunities, then two boys immediately joined.

Mr: -- South Boston - Most boys get their papers  
from a trunk at Broadway Station. Tuesday after-  
noon, talked with boys in pool room. Several had  
belonged to BNF Extension Clubs previously. Got  
some names. Saw Farnock, president of last years  
club. He is anxious to get started again.

- Downtown area - Difficultly lies in having to talk  
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Met one boy, third year high school, intelligent,  
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that they apply for associate membership. Many boys  
know the Foundation and want to spread Village.  
They are enthusiastic. Technique -- to go to dis-  
tributing office and get manager to introduce me  
to boys.

Mr: - Wednesday night at English High; Thursday night on the streets. Found that older boys work evenings so can't come up to the BNF. It was suggested that they might meet afternoons; must spread field periods to cover both times and in accordance when the boys are available.

Mr: - Mattapan - Reports that boys are scattered, seem uninterested. It was suggested to try the times before the boys get their papers instead of afterwards; to see a former West End boy, now a distributor, and get contacts from him.

Dues - For BNF membership: under 12 years, 25¢; 12 - 16 years, 50¢; 16 years and over, 75¢. No charge to join Extension club. In most cases there are individual club dues set by the members.

Pernock Group - This group, to which Mr.--, referred, caused trouble in past years. They were a natural street gang before they became Extension members and rough-housed around their lunch-room meeting place. Mr.--feels that we need to get clubs started and, although this group was troublesome last year and they are fresh and wild, they are not bad. Many of them went to Agassiz Village this past summer (1939) and calmed down considerably. They are newsboys. Ordinarily, we don't refuse to take boys because they are tough, but in this case, several groups might have to sacrifice the school center because of them. ---- suggested that the club be kept open to determine the influence of Agassiz Village. It was decided to organize group.

#### Extension Leaders' Conference, October, 1939.

Problem of Meeting Places - Group vs. Individual Contact - -- feels that meeting a group of boys in an office leaves no chance for individual expression, whereas meeting boys in the street, although it takes more time, helps the leader to know the boys better. Sometimes a group can be met and organized but usually the contact is slighter. Individual contact involves more time but it seems time well spent. In order to



work in outlying offices, one needs a different approach than in the downtown area. --- suggests that the leader meet one or two boys individually first and then meet manager and perhaps later get to the group through him.

Knack of Meeting People - We must win their confidence and literally "sell them something." Must work out methods and techniques now that first approach has been made. --- suggests talking to manager first to avoid the antagonism of manager. Must see boys one-hour or so before the papers arrive.

Definition of Areas - Each leader defines his own by convenience. In Everett, leave out the section between the boulevard and station until other points are covered.

Records of Previous Clubs - --- suggests, that to benefit from past years' experiences and to gain continuity, each leader read records of clubs that met previously in area now worked by him. Also, see Annual Report of the Extension Department to get perspective and background. The point is, not to copy but to become aware of previous methods, types of boys and results. --- is to be at the Foundation on Saturday morning to go over past club records with the leaders.

Annual Report of the Extension Department - --- suggested that all leaders read this for continuity of what has gone before. He noted six objectives developed in past conferences. (1) Opportunity and services made available to street traders. (2) Personal assistance to street boys. (3) Recognize and keep records of problems so that improvements can be made from community angle. (4) Club discussions of problems. (5) Personal growth. (6) Develop leadership.

Current Records: (1) Attendance books to keep track of attendance. (2) Contact cards (suggested by ---) divided into categories -- parents, school officials, members, non-members, distributing managers, -- noting not names of persons, but number of times each type of person was contacted. This would be a statis-

work in writing officers, and make a different approach than in the downtown area. --- suggests that the leader meet one or two boys individually first and then meet manager and perhaps later get to the group through him.

Block of Meeting Points - We must win their confidence and literacy. Let them something. That work out methods and techniques now that first approach has been made. --- suggests talking to manager first to avoid the antagonism of manager. Must see boys one-on-one or at least the papers arrive.

Definition of Areas - Each leader defines his own by convenience. In Everett, leave out the section between the boulevard and station until other points are covered.

Records of Previous Work - --- suggests, that to benefit from past years' experiences and to gain continuity, each leader read records of clubs that met previously in area now worked by him. Also, see Annual Report of the Extension Department to get perspective and background. The point is, not to copy but to become aware of previous methods, types of boys and results. --- is to be at the foundation on Saturday morning to go over past club records with the leaders.

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Current Records (1) Attendance books to keep track of attendance. (2) Follow cards suggested by --- divided into categories -- parents, school officials, members, non-members, directing managers, noting not names of persons, but number of times each type of person was contacted. This would be a statistic.

tical record to show what has been done during the periods spent on the street, a method of evaluation and interpretation. Discussion: --- is against this method. Notes that we must be careful not to let statistics control us instead of our just using them. --- agrees with --- but feels that this method is a necessary evil and therefore willing to use it. --- made various pertinent remarks backing up the idea of contact cards. --- thinks that we are getting bogged down with reports and there will be no time for action-- eg. clubs. --- suggests that another method might be reports on street contacts. Reports are necessary so that a new worker may take over where the old one leaves off-- as a means of evaluation and interpretation. Or, leaders might make a list of names and addresses of contacts giving numerical count -- times seen -- and other specific information on each. (3) Report of Club Meetins--on mimeographed forms. (4) Occasional reports on individual boys. --- notes that last year, "reports" were defined and all found valuable. It was decided to start off by using the tupes of records made last year, no new ones yet.

Methods of Registering: (1) Fill out application for each boy. (2) Give each boy membership card. This card admits him to BNF movie or club.

Street Traders Journal- --- each week some item from each club that is of interest to that club other clubs should be gotten to --- who will coordinate the material into a weekly paper. The boys can mail material to the BNF or turn it over to the leader to hand in at weekly meeting. Boys might write about their club, the boys in the club, their interests, club plans, etc. Even poetry, editorials, drawings, jokes, athletics, special programs, might be included. The mimeographed paper is distributed by leaders to each member of the group. Remember! Boys like to read about themselves and see their names in print. Until the Extension Paper comes out, leaders will distribute the Boston Newsboy to their boys, so that they can get an idea of the paper.

Time of future meetings - It was decided that, meetings should take place on Friday afternoons from

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periods spent on the street, a method of evaluation  
and interpretation. Discussion: --- is against this  
method. Notes that we must be careful not to let sta-  
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and other specific information on each. (3) Report  
of club meetings -- on mimeographed forms. (4) Discussion-  
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about themselves and see their names in print. Until  
the Extension Paper comes out, leaders will distrib-  
ute the Boston Newsboy to their boys, so that they  
can get an idea of the paper.

Time of future meetings: --- It was decided that  
meetings should take place on Friday afternoons from

four to six, although this is not a very choice time, it is the only time at which all leaders are free to be present. Leaders should try to get to the meeting as near four as possible. It is not necessary that the meeting last two hours.

### EXTENSION LEADERS' CONFERENCE.

#### Announcements- made by director

Street Traders Journal: Material from boys in the clubs should be handed in or sent in between now and next Wednesday morning. There should be a Who's Who item from each club and any articles from the boys. Each club should send in at least one item each week. The articles should be mailed or brought in by the leader.

Gym. period every Saturday is available for Extension boys. Gym periods begin a week from tomorrow, on Oct. 28. Basketball and other games will be offered. The first few times the leader should come with the group, later other arrangements can be made.

Halloween Party: On Monday evening, Oct. 30. Extension members are invited. Each boy will be mailed a postcard which shall serve as his ticket of admission.

Brothers and Sisters Act at Halloween Party: We want as many different nationalities as we have represented on that night, in costume. Costumes have been obtained, but we need boys with their sisters. A dress rehearsal will be held at 10 a.m. on Saturday, Oct. 28. Leaders should speak to their boys and suggest that they come with their sisters, should be between 10 and 17 years old, prepared to put on an act if willing, and with costume if they have it. Note: --- --- --- --- will try to furnish talent. The leader should be with any group that comes to the Halloween party. --- should be notified of any local talent among the boys.

BNF Services that the Extension Club boys might take advantage of: Tutoring service, Radio and Photography classes, Scholarship preparatory group, Music lessons. Extension members must join the Foundation before they can join these classes.



Consistency of Club Membership: Only Street Traders should be in the clubs. Because of our set-up, we can meet street trades boys where and when they want to be met. Boys without badges who sell should be allowed to join and those over 12 years should be educated why and where to get badges. In the case of a natural gang where one or two of the boys are not street traders, it has in the past been O.K.

--- notes his experience of meeting two men on the corner of Dover and Tremont streets who asked that something be done to eliminate the middle man in the newspaper business who underpay the boys. One distributor monopolizes all the corners in the South End. Many of the boys work from 3:30 right through to 8:30 p.m.

--- tells about a new agent, ---, who handles home distribution in outlying districts for the Record. He is trying to build up a circulation, and hires boys who are neat and clean, not just anyone as was formerly done. He insists and checks to see that none of his boys are on the streets after 8:45 p.m. Note his casework angle, done in the name of good business not altruism, in opposition to that of the truck-driver who distributes 6000 papers in 15 minutes flat.

Role of the Leader in the Street: There are constructive ways of concerning ourselves with newspaper boys. We can help him to earn more money and perfect his business practices without coming into conflict with newspaper organizations. Any conflict with the newspapers means that the Burroughs Newsboys Foundation very effectively can be eradicated by having its membership cut off. Using diplomacy, it is possible to go with the boys to newspaper managers to help straighten out difficulties. Must think things through. Must watch for danger points as well as way of improvement.

Problem of Mattapan and Dorchester: The boys all seem to be organized, they just naturally form clubs. Boys who already belong to other organizations should not be organized. Individual clubs, however, may be utilized if the boys are street traders. Note shine boys at Mattapan Square on Sundays.



Car Checks: First get money from the boys and then buy the car-checks. The cash and carry system should be used and the boys should only be allowed to buy two car checks ( one for going and one for coming) at a time.

Medical Examination: Clinic periods begin at 6 p.m. on Tuesdays and Thursdays. The Buick is used to transport boys to clinic. Leader should get across to boys the intrinsic and monetary value of clinic that is worth the inconvenience of attending. Arrangements should be made a week or two ahead of time by club leader.

Membership Cards: Each member should be charged 5¢ to join an Extension Club, which money goes toward paying for the membership card. This initial fee enhances the value of the card and membership in the club. If a boy loses his card he is charged 5¢ for another one. It is up to the individual club as to how the money shall be collected. The boys are, in effect, paying for the piece of cardboard and what it represents. --- notes that eventually he hopes that Extension members will pay a small fee, probably 50% of BNF rates, and be allowed all the privileges of the Extension and the Foundation.

Role of the Leader in a Club: Holds elections for officers and then lets boys lead the club; suggests ideas to the president. The idea is for the boys to grow; they cannot grow by always being led. Function is different in each individual club - must combine leadership of worker, as guide, control, and supervisor, and the boys running things themselves. The boys can't grow always in the right way without guidance. --- notes that each boy can be given the type of responsibility that will bring out his individual innate qualities. It is not always possible to thrust him on into leadership. However, even with natural leaders among the boys, to gain from club experience, the club leader should be constantly giving something to the boys. Authority should be in the hands of the group rather than the leader, making the close harmony for the group and the leader. With a strong gang tie, sometimes the group stands against the leader.



Forms to be used:

Street Contacts Cards (mimeographed) - one card is to be filled out for each boy met on the street, whether in a club or not. (these handed out).

Club Reports. Along with his first club report (mimeographed form), leader should write up how club came about, the place of the meeting and how it was obtained, its advantages and disadvantages that might have bearing on the progress of the club.

Next week - to continue discussion of Role of the Leader in the Club, i.e. re: discipline, participation, and on what level.

It can readily be noted that the first meetings are primarily intended to provide information on the purposes methods of operation of the Extension Department. A few meetings later the older, more experienced leaders are given the opportunity to present material on problems raised by the work and methods of carrying out group work objectives. Later meetings are primarily devoted to club problems and more advanced phases of leadership training.

Evaluation The method of orientation utilized is in accordance with advocated good practice. However, there are some lacks in the process. The leaders frequently do not appear to assimilate the information provided at individual conferences and at general meetings when these are primarily informational. Leaders do not appear to assimilate material they do not use immediately. When,



after several meetings leaders were asked what use they had made of facilities described early in the season to them, it was found that there was very little use made of the information received. This could be traced to lack of understanding of their value to them in their work. By having leaders participate in the activities in the center during their orientation period this defect was largely eliminated from the orientation program.

Also it was found that there is a need for the leader to have the opportunity to discuss whatever questions he has in mind with the supervisor in individual conference. The supervisor should be capable of drawing out the problems facing the leader through carefully considered questions. Unless this is done leaders frequently do not meet their problems but simply let them go unattended.

It was not always possible to carry out this phase of the work because of lack of adequate supervisory personnel. This should be considered in planning the number of supervisors required for the leaders employed.



### CHAPTER III

#### Training the Leader in Group Work Methods and Objectives

Purpose of Leadership Training. An expert in group work has pointed out that group work is an educational process in which the group worker helps individuals establish satisfying relationships which assist them to grow emotionally and intellectually and enables them to function more adequately in their community and in other socially significant groups.

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Miss Wilson says further:

The group worker finds his greatest opportunity to help individuals as he participates in the interaction that takes place among members of the group. This is frequently spoken of as the group process. The group worker, because of his prestige, his understanding of some of the symptoms of behavior exhibited in groups and of the processes inherent in groups is able to direct this interaction in such a way that (1) the group experience meets some of the needs of the individual and (2) the movement of the whole group is toward some satisfying achievement.

The group worker functions in these processes through sensitive seeing, hearing, and feeling of individuals and of the group as a whole. The reactions of the group leader to individuals are influenced by his knowledge and understanding of human behavior and his capacity to interpret the meaning of the symptoms of behavior exhibited in the group. The reactions of the group leader to the group are influenced by his

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1 Gertrude Wilson, Group Work and Case Work:  
Their Relationship and Practice.



knowledge and understanding of groups, particularly his acceptance of the group as an entity, to which he has a responsibility different from his feeling toward any individual who is part of the group.

The area of group work practice lies in the reactions of the groups. The quality of these reactions will depend upon the capacity of the group worker, the needs of the individuals, and the needs of the entire group.

However, few leaders who come to the average agency have any clearly defined idea of the purposes or methods of group work. Upon acceptance of a worker it becomes the responsibility of the agency to take care of the development of that worker.

Most of the professions have rather clearly defined methods of training with minimal standards which must be met before practice is allowed. In group work this is seldom the case. If a worker has a skill which can be utilized there generally is little question as to his awareness of the wider objectives in view. However, the alert agency takes it upon itself to assist the leader in attaining a broader point of view so as to carry on his work with more self-assurance.

As we indicated earlier, the task of the agency's supervisor includes the finding of leaders, their selection of leaders, and their orientation to the agency and neighborhood. He has the responsibility of relating leaders



to groups they are to lead. In addition he has the responsibility of maintaining close and cooperative relations with them, observing them at work and sharing with them insights thus gained to the end of making their leadership socially more productive thru the increase of their knowledge of needed skills and of their social adequacy as persons. In brief he must make possible their continued training once the initial period of orientation is completed.

Methods of Training Generally Utilized. Once a leader has been oriented he is ready to undergo organized training for leadership. Practice varies from the furnishing of reading lists <sup>2</sup> to the comprehensive program of the Girl Scouts.

The most common procedures may be described as follows:

Manuals For Leaders: In a number of agencies the manual is utilized not as an end in itself, i.e., solely as a text for the personal use of the leader but also as a basis for discussion at leaders meetings. Ex-  
<sup>3</sup>perts generally feel that the manual has value but that

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<sup>2</sup> Op. cit., Group Work, 1939.

<sup>3</sup> Ibid.



cannot be considered an adequate and complete form of preparation. It needs to be supplemented by other forms of guidance and training.

Lecture Courses, Seminars, Institutes. Perhaps the most common form of planned training of leaders is the brief lecture course. It is offered by individual agencies, by several organizations cooperatively or on a city-wide basis. Thus in Boston it has been the custom for the East Boston Settlements to conduct an Institute; the Council of Social Agencies has from time to time sponsored such training groups, as have the Y's, the Museum of Natural History, and the Burroughs Newsboys Foundation.

It is noteworthy that the more adequate programs of training provide not only for the acquisition of knowledge and insight into group work theory and practice, but try also to equip the leader more effectively to guide the group in undertaking projects of a creative character. They, therefore, include training in basic skills -- arts, crafts, singing, dramatics, discussion, social games, etc. Abilities in these and other techniques enable the leader to capitalize on interests of the group which can best be met through concrete self-express-



sion of a social or cultural nature.

Institutes for leaders are arranged by some organizations, over a weekend or for a longer period. Programs consist of lectures, discussions, learning of skills, and participation in activity by the students. For example, the Connecticut Leadership Institute, under the direction of the State Y.M.C.A. conducted at a summer camp eight days prior to the camp season, offers general orientation courses, courses in group work, handicraft courses and participation in a variety of recreational activities. The Institute was attended by leaders, prospective leaders and camp counselors. The Group Work Section of the Council of Social Agencies of Scranton, Pennsylvania, followed the plan of holding a series of institutes at each of which a central theme was presented by a speaker and then discussed at separate sectional meetings of class leaders, club leaders and camp counselors, from the point of view of the application of the lecture to teaching, group work, and camping.

In another institute, conducted over a week-end, the leaders organized a cultural-recreational project, which involved dramatics, arts and crafts, games, and singing, the planning and execution being guided by group



work principles and methods.

The training program of the Jewish Welfare Board consists of a combination of courses comprising a seminar in group work, another seminar in background of Jewish Center work and work shops in drama, music, arts and crafts, social games and club journalism. The course is conducted for twenty weeks, students attending two evenings each week. The participants are for the most part practicing leaders.

The program of the Girl Scouts provides more extensively for similar progression in training of leaders, from an orientation course to a basic course and the learning of a series of skills. The Jewish Zionist Youth Organizations -- Young Judaea, Junior Hadassah, Shomair Hatzair, and Habonim have all laid special emphasis upon the use of extended camping institutes, leaders' training courses and lecture and discussion groups in order to develop a trained leadership.

Young Judaea in New England each winter conducts several three to five day training sessions for leaders at its camp. Lectures and discussions and club activities, such as songs, folk dances, games, and crafts make up the program at these sessions.



Leaders Councils: Training for leadership is a continuing process. It does not end with the completion of a course, seminar or institute. The good leader is learning constantly and good agency practice provides for opportunities for him to learn. The most common technique for agency in-service training and learning is the Leaders' Council. Meetings of Leaders' Councils are utilized as a technique for supervision, but they are also a method of training. Meetings, held periodically, are devoted to discussions of problems that arise in the experience of leaders of groups -- the discussion method is employed effectively in clarifying objectives and methods of group work.

We may present a summary of the ways in which a leader may receive training as follows:

- (1) From having individual conferences with the supervisor

- (2) From having discussions with other leaders

- (3) From attending leaders' meetings called by supervisor

- (4) From enrollment in academic courses related to education

- (5) From reading books selected by the leader according to his felt needs

- (6) From having the supervisor observe the leaders' work the group



(7) From observation of other leaders and groups in action

(8) From reading books suggested by supervisor

(9) From attending leadership training courses

(10) From a periodic evaluation of the group program by the supervisor

(11) From reading leaders' bulletins issued by the agency

As a result of the use of such means of training the properly selected leader is expected to acquire skills such as are listed below:

(1) The ability to stimulate members of a club group to accept and carry responsibility

(2) The ability to stimulate the group to originate, plan for, carry out, and evaluate group activities

(3) Insight which will enable the leader to discover the real needs and interests of group members

(4) Ability to gain an understanding of his function as a group leader

(5) Knowledge of how to utilize cooperative group control (by members) rather than dictatorial control (by leader)

(6) He should learn how to stimulate the members' interest and participation in the group program

(7) He should learn how to evaluate his own work with the group

(8) He should gain the insight and skill necessary to develop within the group a spirit of group loyalty, cooperation, and group morale



(9) He should learn how to keep and how to use group records

(10) As a result of training he should gain the ability to recognize the basic causes of behaviour difficulties rather than just the symptoms exhibited by members.

(11) He should have the ability to develop in group members an attitude of tolerance for, and understanding of, differing points of view

(12) He should be able to help the individual member become adjusted to the group; to feel a sense of belonging to the group

(13) The able person, as a result of such training, will be able to stimulate the members to face problems together and to work cooperatively toward their solution.

(14) He will be able to formulate objectives for each individual in the group in terms of personality development

(15) He will expand and widen members' interests in many different types of activities

(16) He will stimulate ordered discussion among group members.

(17) He will be able to identify some of the basic behavior patterns displayed by members

(18) He will develop wholesome attitudes toward religious and social values

(19) He will be able to achieve a group program with variety and balance

(20) He will achieve for himself the loyalty and respect of the group members

(21) He will have an awareness of and will use



democratic methods in dealing with group members

(22) He will know how to guide the group program in order to provide for the satisfaction of some of the basic desires of the members.

(23) He will be capable of developing in group members the ability to foresee the consequences of their planned group action.

(24) He will be aware of the need of enlisting the interest of group members in social problems and real life situations

(25) He will know how to create and lead effective group discussions

(26) He will be aware of the advantages to be gained, by enlisting the cooperation and interest of members' parents in the group and its program

(27) He is able to develop a relationship which enables him to help the group look ahead and plan a long-range program

An Appraisal of Methods of Training. While we have seen that there are a number of approaches possible in training leaders and while we are aware that the best method of training will utilize most of them, nevertheless it is apparent that the supervisor is all too frequently pressed for time and must choose and decide which will be the most effective method. The study described below<sup>4</sup> attempts a partial answer to this question.

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<sup>4</sup> Dimock, Hedley, and Graduate Students at George Williams College, 1939, Leaders Needs, the Focus of Supervision.



Table #1 indicates the values attached to the various methods by leaders and by "experts", although there are some differences of opinion. The primary difference appears to be the greater emphasis placed upon the role of the supervisor in training as opposed to the leaders' confidence and belief in his own ability to meet the requirements of the situation more adequately through reading of his own choosing, from taking formal courses, and through his own observation.

1. From work done in academic courses	4	8.5	8
2. From reading books selected by himself	5	10.5	11
3. From having supervisor observe my work with the group	6	5	2
4. From observation of other leaders and groups in action	7	4	3
5. From reading books suggested by the supervisor	8	9	2
6. From attending leadership training courses	9	9	7
7. From a periodic evaluation of the group program by the supervisor	10	1	4
8. From reading leaders' self-study leaves by the Agency	11	10.5	10

Supervisory methods leaders consider most valuable

as aids to their growth.



Table #1

The Importance of Eleven Sources of Supervisory  
Help as Judged by Leaders and "Experts"

Source of Supervisory Help	Help Received	Help Still Needed	"Experts" Opinion of Value
1. From individual conferences with the supervisor	1	2	1
2. From discussion with other leaders	2	6.5	6
3. From attending leaders' meetings called by the supervisor	3	5	4
4. From enrollment in academic courses	4	6.5	8
5. From reading books selected by myself	5	10.5	11
6. From having supervisor observe my work with the group	6	3	2
7. From observation of other leaders and groups in action	7	4	5
8. From reading books suggested by the supervisor	8	8	9
9. From attending leadership training courses	9	9	7
10. From a periodic evaluation of the group program by the supervisor	10	1	3
11. From reading leaders' bulletins issued by the agency	11	10.5	10

Supervisory methods leaders consider most valuable as aids to their growth.



If we examine the facts presented in Table 11, we are greatly surprised to learn that although both groups recognize that conferences with the supervisor are of great importance, there is still a great need for further assistance and training towards the development of increased insight on the part of the leader.

Thus the leaders feel that the supervisor should assist them in formulating objectives for each member of the group in terms of personality development, but do not feel that they have received any appreciable help.

Related to this is their feeling that they should know how to discover the real needs and interests of group members yet they point out that this phase of training has received very little attention from supervisors.

Then too, they point out that they feel a distinct need for the skill required to recognize basic causes of behavior difficulties other than just the symptoms exhibited by members and they also indicate their feeling that supervisors generally take little of this into account in their training of the leaders.



Table IIEstimate of Amount of Supervisory Help Needed  
and Amount Received as Judged by 256 Leaders

Extent to which leaders felt they had received supervisory help in achieving the insights and skills listed and the extent to which they felt they needed further help. A schedule was made of 35 items of leadership knowledge and skill and was filled out by 265 leaders and instructors of clubs, 24 supervisors in 22 agencies in 7 States and by a group of nationally recognized leaders in group work (called experts). \*1--greatest help received.

Item of Supervisory Help	Help		
	Impor-	Help Still	
	tance	Received	Needed
1. Stimulating members to accept and carry responsibility	1	9	20
2. Stimulating the group to originate, plan for, carry out and evaluate activities	2	22	12
3. Discovering the real needs and interests of group members	3	30	2
4. Understanding what I am expected to do as leader of the group	4	2	27.5
5. Using cooperative group control (by members) rather than dictatorial leadership control (by leader)	5	5	27.5
6. Gaining a basic understanding of the agency; its place in the community, its purposes and program	6	1	35
7. Stimulating members' interest and participation in the group program	7	6.5	18
8. Evaluating my own work with the group	8	12.5	4



-2-

Item of Supervisory Help	Importance	Help Received	Help Still needed
9. Gaining an understanding of the community and the community factors that might affect group members	9	4	22
10. Developing within the group a spirit of group loyalty, cooperation and group morale	10	8	26
11. Keeping and using group records	11	3	32
12. Recognizing the basic causes of behavior difficulties rather than just the symptoms exhibited by the members	12	21	3
13. Developing in group members an attitude of tolerance for, and understanding of different points of view	13	25	15
14. Helping the individual member become adjusted to the group; to feel a sense of belonging to the group	14	23	25
15. Stimulating members to face problems together and to work cooperatively toward their solution	15	16	13.5
16. Formulating objectives for each individual in the group in terms of personality development	16	34	1
17. Expanding and widening members' interests in many different types of activities	17	14	13.5
18. Stimulating discussion among group members	18	16	10
19. Identifying some of the basic behavior patterns displayed by members	19	18.5	19



-3-

Item of Supervisory Help	Importance	Help Received	Help Still Needed
20. Developing in the group members wholesome attitudes toward religious and social values	20	20.5	19
21. Achieving a group program with variety and balance	21	11	23
22. Securing for myself loyalty and respect of the group members	22	10	34
23. Using democratic methods in dealing with group members	23	6.5	31
24. Guiding the group program in order to provide for the satisfaction of some of the basic desires of the members	24	26	16.5
25. Developing in group members the ability to foresee the consequences of their planned group action	25	32	11
26. Enlisting the interest of group members in social problems and real life situations	26	31	7
27. Creating and leading effective group discussions	27	27	6
28. Enlisting the cooperation and interest of members' parents in the group and its program	28	33	5
29. Helping the group look ahead and plan a long-range program	29	24	8
30. Stimulating group projects as well as individual projects	30	12.5	21



-4-

Item of Supervisory Help	Importance	Help Received	Help Still Needed
31. Keeping order at meetings	31	16	33
32. Dealing with simple behavior difficulties of individual members	32	18.5	29
33. Helping the group accept a "misfit" as a regular member of the group	33	35	24
34. Aiding group in its process of organization	34	29	30
35. Liven up the meeting or program when there is an apparent lull	35	28	16.5



If we study Table III we can observe that there is considerable disagreement among leaders, supervisors, and "experts" as to the relative importance of some of the items which go into the making of effective leadership and it would tend to indicate a lack of mutual understanding between these groups.

By further study made of the results of this research we can observe that from the leaders' point of view, supervision has been most effective and has best "put itself across" in the primarily expository phases. Thus the leaders questioned here felt they had received the greatest assistance in gaining an understanding of the agency; its place in the community, its purposes and program. They had been well informed so far as knowing what they were expected to do as leaders of a group. They were instructed in the keeping and using of group records and they were given an appreciation of the community and the community factors that might affect group members.

Evaluating this, we would be inclined to say that these leaders had been given a basic orientation to their work, but had not been helped very much to gain an understanding of the objectives of group work or ability to comprehend the needs of groups and their members nor how

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to meet these needs. The tables indicate however, that the leaders are for the most part aware of needs but they do not know how to solve them.

If we examine these tables from another point of view, we can see that the leaders tend to emphasize as of greatest importance the skills and knowledge related to the processes of group leadership. The supervisors reflect this to a certain extent but show a little greater concern for the function of the agency and an understanding of the community. Also, an appreciation of the individual in the group is suggested. The experts, more than either leaders or supervisors tend to emphasize the "person" in the group process as the central focus of leadership, and therefore, of supervisory effort.

It is interesting to note that only three of the items which experts consider most important, make a place in the ten on which leaders believe they have received most help.

Outstanding is the fact that the most important single supervisory device is the conference between the supervisor and the leader. Yet, apparently it is not employed enough because it takes second place in help still needed.

A study such as this has numerous implications. I

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Table 111

think it is apparent that the average group work agency tends to meet individuals at the point of their effective function in rather than at the point of their inability to meet certain inadequacies in their environment or in themselves.

Item of Leadership Practice or Skill		Rank of Item	
		1945-46	1946-47
1. Stimulating members to accept and carry responsibility	1	10.5	17.5
2. Stimulating group to originate, plan for, carry out, and evaluate group activities	2	4.5	3
3. Discovering and developing individual group members	3	10.5	7
4. Encouraging members to express their views and to work out their differences	4	4.5	10.5
5. Encouraging group members to express their views and to work out their differences	5	7	1
6. Encouraging members to express their views and to work out their differences	6	1	7
7. Encouraging members to express their views and to work out their differences	7	10.5	24
8. Encouraging members to express their views and to work out their differences	8	10.5	11



Table IIIRelative Importance of Items in Effective Leadership as Judged by Leaders, Supervisors and "Experts"

Factors of insight and skill considered most important for effective group leadership in the judgement of leaders and supervisors. A schedule was made of 35 items of leadership knowledge and skill and was filled out by 265 leaders and instructors of clubs, 24 supervisors in 22 agencies in 7 States and by a group of nationally recognized leaders in group work (called experts).

Item of Leadership Knowledge or Skill	Ranking of Importance as Judged by		
	Lead-ers	Super-visors	"Ex-perts"
1. Stimulating members to accept and carry responsibility	1	20.5	13.5
2. Stimulating the group to originate, plan for, carry out, and evaluate group activities	2	4.5	3
3. Discovering the real needs and interests of group members	3	15.5	7
4. Understanding what I am expected to do as leader of the group	4	2.5	13.5
5. Using cooperative group control (by members) rather than dictatorial leadership control (by leader)	5	7	1
6. Gaining a basis understanding of the agency: its place in the community: its purposes and program	6	1	7
7. Stimulating members' interest and participation in the group program	7	20.5	24
8. Evaluating my own work with the group	8	15.5	11



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Item of leadership knowledge or skill	Ranking of Importance as judged by		
	Leaders	Super- visors	"Ex- perts"
9. Gaining an understanding of the community and the community factors that might affect group members	9	2.5	7
10. Developing within the group a spirit of group loyalty, cooperation, and group morale	10	26	21.5
11. Keeping and using group records	11.5	11.5	16
12. Recognizing the basic causes of behavior difficulties rather than just the symptoms exhibited by the members	11.5	9.5	2
13. Developing in group members an attitude of tolerance for, and understanding of, differing points of view	13	15.5	24
14. Helping the individual member become adjusted to the group; to feel a sense of belonging to the group	14	4.5	7
15. Stimulating members to face problems together and to work cooperatively toward their solution	15	15.5	16
16. Formulating objectives for each individual in the group in terms of personality development	16	7	11
17. Expanding and widening members' interests in many different types of activities	17	15.5	19
18. Stimulating discussion among group members	18	28	31



-3-

Item of Leadership Knowledge or Skill	Ranking of Importance as judged by		
	Leaders	Super- visors	"Ex- perts"
19. Identifying some of the basic behavior patterns displayed by members	19	20.5	7
20. Developing in the group members wholesome attitudes toward religious and social values	20	11.5	21.5
21. Achieving a group program with variety and balance	21	7	19
22. Securing for myself the loyalty and respect of the group members	22.5	26	29
23. Using democratic methods in dealing with group members	22.5	24	16
24. Guiding the group program in order to provide for the satisfaction of some of the basic desires of the members	24	20.5	4
25. Developing in group members the ability to foresee the consequences of their planned group action	25	15.5	19
26. Enlisting the interest of group members in social problems and real life situations	26	23	11
27. Creating and leading effective group discussions	27	29.5	27
28. Enlisting the cooperation and interest of members' parents in the group and its program	28	26	27
29. Helping the group look ahead and plan a long range program	29	9.5	31



-4-

Item of Leadership Knowledge or Skill	Ranking of Importance as judged by Leaders Super- "Ex- visors perts"		
30. Stimulating group projects as well as individual projects	30	31.5	24
31. Keeping order at meetings	31	31.5	31
32. Dealing with simple behavior difficulties of individual members	32.5	33	27
33. Helping the group accept a "misfit" as a regular member of the group	32.5	34.5	33
34. Aiding the group in its process of organization	34	29.5	33
35. Livening up the meeting or program when there is an apparent lull	35	34.5	33



Practice in Training Leaders at the Foundation. The program of the Extension Department is of necessity somewhat different from that carried on within an agency. It is very largely decentralized and requires for its best operation a knowledge on the part of the leader, not only of group work method and objectives but also knowledge of community organization and community needs to a much greater extent than the average group leader working within the agency proper. The decentralized nature of this type of work also requires a more careful and elaborate system of record-keeping in order to accomplish an equivalent supervisory task.

The persons responsible for the job of training leaders for Extension Club Work have always been trained leaders with not only practical experience but generally with a background of academic training in the area of group work methodology and social work.

They have been aware of the need to provide training for leaders and accordingly have utilized for training various methods described above.

In order to assure a better comprehension of the methods utilized in training leaders for Extension Department Club Leadership it is essential that a brief



description be given of the work each leader is required to do.

Once the preliminary phase of orientation is completed, each leader is assigned to a certain area which has been developed or is about to be. He makes a survey of street traders (their number, age, interests, and extent to which they are served by already existent agencies). The leader is expected to contact the key persons in the community and to become acquainted with them. He is expected to see to it that the communities' facilities are opened to the boys. The leader is expected to organize the boys into clubs according to age, locality, etc., discover their interests and coordinate their activities deriving from these with the available facilities. The leader is expected to keep a record of his work.

Each leader is expected to devote two hours of each week to formal club activity for each club over which he has direction. Also he is expected to spend approximately two hours a week with individual boys either meeting them on the streets or in their homes. In this way it is assumed that the boys and the leader will come to know one another intimately, thus providing a firm working basis for club work and the attainment of the Foundation's ultimate objective.



Generally, a leader is expected to work with three club groups. He is paid at the rate of two dollars a group. He is allowed one half of his fare to the area within which he works.

To assist the leaders in their work the Burroughs Newsboys Foundation provides a number of facilities. Each week there is held a leaders conference at which attendance is compulsory. These meetings are used as an avenue for the discussion of club problems, making of announcements and also the means whereby through the use of occasional outside speakers who are well versed in the group work-field, the leaders are given a fresh view on the best procedures for carrying on group work and of the objectives in group work.

In addition to the weekly conference, the supervisor and the assistant supervisors confer once a week on the matters to be discussed and on the progress of the individual leaders. The assistant supervisors are expected to visit areas where leaders are establishing themselves and to aid them in their initial club meetings and in becoming acquainted with the community in which they are to work.

The arrangement provides for 15 part-time leaders,

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The arrangement provides for 15 part-time leaders,

2 assistant part-time supervisors and one full-time director and a secretary. Leaders are free to utilize Foundation facilities in their program work.

It is expected that when necessary, as determined by the supervisors, individual conference with leaders will be held. Each supervisor is assigned from three to five leaders, the rest being directly responsible to the Director.

The program of the club depends on the leader and the boys. In previous years, emphasis was placed on finding street-trades' problems and solving them in the club. However, these problems occur mostly in the downtown crowded districts and not so much in the outlying areas. The club program, therefore, has been broadened to discussion of many problems and clubs engage in other activities than discussion. The individual program is not predetermined by the leader, but is decided by individuals in the clubs. Often, the group is limited in its planning by the type of room used for the club. In a quiet classroom, the leader needs a resource of quiet games, whereas in a gym, more boisterous activity may ensue.

The Leaders Conference. The primary means utilized in the Extension Department for the training of leaders has been the weekly leaders' conference. Whenever it



was feasible to do so, it was held with all leaders in the Extension Department present. It lasted from one to two hours and was considered a part of the time arrangement for which leaders were paid.

These staff conferences were carried on regularly through out the club year. The procedure was to conduct them in the manner of seminars. It was the intention that the discussion of common problems would not only stimulate the leaders' thinking and develop insight into the work, but also would exemplify the techniques of leading social group discussion.

In these conferences the leaders' experiences were examined in the light of sociological and psychological principles; the immediate solution of a problem not being regarded as important as an understanding of the underlying causes of the situation. It was felt that if a leader understood objectives and underlying principles, he could work out a solution to specific situations with this understanding and according to his own personality make-up.

At these meetings some time was taken out for announcements and administrative matters but, in the main, the meetings were regarded as intended for leadership training.



A number of different methods were utilized in the leaders conference. These may be listed as follows:

1. Presentation of theory
2. Case presentations by supervisors and by leaders
3. Presentation for discussion of particular difficulties facing individual leaders or the entire group.<sup>5</sup>
4. Reading of reports on studies made by leaders themselves on pertinent matter in the field.<sup>6</sup>
5. Speakers invited in to discuss particular problems with the group or to present another agency's point of view, its methods and objectives as compared to the Burroughs Newsboys Foundation.<sup>7</sup>

It will be evident from a study of these records that the content of these meetings was on the whole, on a rather high level, yet in actual practice, the material presented at these meetings was not very generally utilized.

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5        Appendix IV

6        Ibid.

7        Ibid.



They appeared to be primarily important for the individuals making the reports at a particular meeting. Although leaders did take part in discussions, they themselves did not seem to absorb very much. This criticism is based upon observation of leaders in their club activity, the frequency with which basically identical problems were raised by different leaders and from a study of leaders reports. Of necessity it is a subjective evaluation.

However, it should be noted that in our leaders' questionnaire<sup>8</sup> the reply to question C-10 "How have the weekly conferences helped you in your work?", eleven of the sixteen leaders felt that such meetings were definitely helpful; one felt they were of some value while the rest felt they were of no value or of very little use to them.

Typical answers were as follows:

Leader, W., a new leader: The biggest help has been in hearing the other leaders relate experiences showing me how to handle similar problems and making me realize that my problems are not anything very unusual.

Leader F. a veteran of 6 years: The meetings are of value because I've obtained news which I bring



back to my clubs; also because of the discussion of specific problems.

Leader S.: These meetings have been helpful in assisting in planning programs and in assisting me to cope with unruly club members.

Leader S.: The meetings helped to know how to handle my problems.

Another leader expressed himself strongly: The weekly conferences have served their purpose well as a necessary check-up but otherwise they are useless.

Other criticisms were: The meetings should start on time. The meetings are too long. The meetings should take up more typical problems leaders meet and the techniques used in dealing with them. Particular problems rather than general ones should be considered.

These replies tend to bear out the thought that the leaders somehow do not assimilate very much from material presented. It is worth noting further that many of the leaders at these meetings generally presented a rather low degree of interest apparently for the most part because of lack of ability to relate what was being discussed to their own experience.

Individual Consultations. Slavson has ably stated the problem besetting the average directors. He says:

Beset by numerous administrative details and executive duties, the director is unable to devote continuous attention and prolonged follow-up to class room work, forms, club problems, and educa-



tional work generally. Other educational work, such as visits to clubs and special activity groups, the training of leaders and conferences for the purpose of improving the educational practices, are carried on irregularly, peremptorily, or with little continuity.

This has, in part, been true at the Foundation.

However, recognition of this problem resulted during the course of several years in there being made available a secretary, a full-time director, and two part-time assistant supervisors in the Extension Department. It was the function of these to guide the work of approximately 15 leaders working with 45 to 50 club groups and also maintaining contact with numerous individual boys in their areas who because of the necessity for working could not belong to groups meeting at regular intervals.

It is generally accepted that it is the function of the supervisor to assign leaders to groups they are qualified to lead; to maintain close and cooperative relations with them; to visit and observe them in their work; and to share with them in conference the insight thus gained in the joint effort to make their leadership socially more productive through the increase of their knowledge of group leadership skills, and of their



social adequacy as persons.

The supervision in the Extension Department has been built on these premises. The plan has been that the leaders under the care of each supervisor will be shown around the area he is to work in, will be acquainted with members of the Extension Department already in these areas and will be assisted in organizing these into club groups. Each leader is to be visited from time to time and given practical demonstrations and assistance in conducting club meetings. The assistant supervisors meet with the director on each week and discuss with him the state of progress of the leaders. As a result of these discussions each leader's progress was noted and the areas in which he especially required assistance were discovered. It was left to the assistant supervisors to deal with their leaders directly and individually. Both assistant supervisors were men of long experience at the Foundation and had social work and educational experience.

They were both graduate students, were sincere and capable. However, it was soon found that these assistant supervisors could not handle all groups and were forced to limit the time they could give any leader. They were faced



with special difficulties when unexpected changes in staff required their assisting several new leaders at once.

In addition to the training provided by these, each leader was expected to arrange for conferences with the director. At these meetings with the director, an attempt was made to assist the leader in meeting any problems with which he was faced. However, because of the time limitation these interviews were generally brief and were primarily reports of progress and of plans for future work. The director prepared for these meetings by the afore mentioned discussions with the assistant supervisors and by reading reports submitted by the leaders. As a result of these interviews, the director was enabled to assist leaders in gaining a clearer understanding of their work. An example of the type of meetings held with these leaders may be summarized as follows:

11/17 --Meeting with Leader P. Reported he has two groups. Is having difficulty. The boys are 16-18. The B. C. group wanted a leader. However, most of them through school and the leader does not know what to do with them. He feels there is a need for program ideas. Director asked him what interests boys seemed to have. Leader felt their primary interest was in girls. Director suggested development of a program around this interest. Towards end of discussion leader wondered whether this group should be organized.

The High Fliers were then reported on. This group has been meeting for three weeks and apparently have little sense of responsibility. Leader ex-

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 of the type of meetings held with these leaders may be  
 summarized as follows:

11/17--Meeting with Leader F. Reported no new  
 two groups. Is having difficulty. The boys are 12-13.  
 The B. C. group wanted a leader. However, most of them  
 through school and the leader does not know what to  
 do with them. He feels there is a need for program  
 ideas. Director asked if what interests boys seemed  
 to have. Leader felt that primary interest was in  
 girls. Director suggested development of a program  
 around this interest. Towards end of discussion lead-  
 er wondered whether this group should be organized.

The High Fliers were then reported on. This  
 group has been meeting for three weeks and appear-  
 to have little sense of responsibility. Leader ex-

pressed confusion as to what to do. Appeared very insecure. Explained that previous week 24 boys showed up at the meeting, put out the lights, threw chairs around, and leader was forced to close meeting. Director inquired what procedure leader would follow. Decided to write letter to officers asking them to come into the Foundation to discuss matters if they wished to continue club. Leader might contact some of the boys on the street.

As a result of the needs indicated in these conferences this leader was given further orientation in his work, was given an opportunity to observe other groups in action. Discussions were held with him concerning the reasons for these boys' behavior and the purpose of Foundation in providing leadership for such boys. However, this leader, like others, could not be given all the assistance he required. This need is clearly expressed in the replies to part C of the questionnaire (appendix) made by leaders.

Leader P. felt that discussion of the problems he faced ( in a practical way) and not quite so theoretical) would have benefitted him. He felt that he had had very little supervision in his work.

Leader S. felt he had had the benefit of little supervision in his work. However, he said:

I don't see how supervision other than acquainting me with the area could help. Supervisors cannot be in close enough contact with clubs to be of value.



Another leader reported he had received very little assistance and had felt that the only function of the interview had been to receive reports on what he had been doing or planned to do. He felt that he could benefit from more frequent conferences with the supervisor.

On the other side of the picture a graduate student of social work with more than an intellectual understanding of group work objectives expressed himself:

Supervision was of great value. It consisted of assistance on progress of work; suggestions, plans, methods, etc., I cannot conceive of its being more helpful.

The need expressed was primarily for assistance on the job. To obtain places to meet, how to keep control of the group, etc. There was little understanding on the part of leaders of the more subtle aspects of the work. They were fairly capable of verbalizing, but only infrequently were able to relate their learning in practice.

More frequent interviews with a better use of records as well as more frequent club visits would seem to be indicated. Such a procedure would require a somewhat more elaborate provision for supervision or else greater skill on the part of the supervisors.



Reading. References for reading were provided, but as indicated by answers to the questionnaire, practically no use was made voluntarily by leaders of this resource. However, assignment of reading for reporting at the weekly conferences was used as a means of providing leaders with basic information.

Use of Records. Several different types of records were utilized for training purposes.

Reports of surveys made of various areas were supplied to leaders as indicative of the facts they should observe.

Records of groups were utilized during meetings for discussions at the weekly meetings. The use of such records appeared to be helpful primarily to the person actually making the presentation.

When available records were utilized at individual conferences they were generally found to be rather inadequate as a basis for discussion and evaluation for training purposes.

Training Institutes. A training Institute generally consisting of four Saturday morning sessions was sponsored each year by the Foundation for its staff and other agencies.



A typical Institute was that of 1940-41 conducted under the heading of "Understanding and Helping the Adolescent". Lectures were delivered by outstanding persons on such topics as The Physical Development and Problems of the Adolescent; Psychological Developments and Problems; Social Factors Affecting the Behaviour of the Adolescent. These lectures were followed by question periods.

The small degree of response to this invitation to ask questions was generally indicative of the inability of the leaders present to relate the subject matter discussed to the problems they faced.

However, the material presented was in lay terms and was felt to be helpful to some extent.

Speakers at Weekly Conferences. Speakers were invited about once a month to address leaders at the training sessions. Generally, they spoke on matters of immediate concern to the group. Thus the discussion of sex problems with Catholic children presented a problem. It was felt it might be helpful to have the matter presented by a representative of the Catholic Church. This was done.

(Appendix C.)

Where speakers have lectured on pertinent matters, there has been evident a maximum of participation and



learning on the part of the leaders.

Evaluation. The methods of training leaders appears to be well-planned in outline. However, it demonstrates an important weakness. Leaders do not receive the degree of personal attention that is required for good training and as a result--with the exception of those leaders who are already experienced--club groups frequently are inadequately led and lost by their leaders.

It is important that greater emphasis be placed upon individual guidance for leaders. This will require a well trained staff of a director, a secretary and three part-time assistant supervisors to adequately care for the area covered by the Extension Department.



## CHAPTER IV

### Follow-up of Leaders in Their Work

#### Purpose of Procedure is intended to:

1. provide a means of assisting the leader further with his training;
2. to assist the weak leader in gaining confidence; and
3. provide a means for encouraging the leader who tends to be slipshod in his work to put forth greater effort.

The primary means of following up on a leader and his work are the use of records and visits to the leader's area by the Supervisor for purposes of observation.

Criteria for Evaluating Leadership. On the basis of these methods we find that a number of criteria have been proposed for the purpose of determining quality and effectiveness of leadership. One set of standards set-up is the following:

1. How does the attendance of the group compare with enrollment? We would suggest that 90 to 100% as good (8-7), 70-80% as average (6-5), 60-70% (4-3), as poor, and 50-60% or below as very poor. (2-1). Enrollment includes the number listed on the sections roster. Attendance is the actual number observed during the course of the meeting.

2. Has the group been meeting regularly? Determine the frequency with which the group is presumed to meet, and give a rating based upon the actual in comparison with the total, possible meetings.



3. Has there been a high turn-over, or have the same members remained throughout? The supervisor will examine the roster and the score given will be based upon the percentage of those still remaining in comparison with the total names which have been listed on the roster. (three unexcused absences constitute a drop-out)

4. To what extent does the group seem to be a natural one with common interests, common age range and genuine fellowship? The neighborhood group is most likely to be a natural one, particularly below the senior H.S. level. Continued fellowship in the group over a period of time may tend to produce naturalness. Do the boys seem to like one another's presence, or are there evidences of conflict? Is the age range relatively restricted? The range in the great majority of cases should not be broader than elementary, junior and senior H.S. spread.

5. To what extent is the atmosphere of the meeting place, ventilation, cleanliness, and general environment conducive to a good meeting? The club quarters may be dirty, cold and uninviting. The club may be a shack or a barn. The subsequent score is based upon the activity of the group in cleaning and improving their place of meeting. Have they swept, dusted, secured some pictures, etc?

6. To what extent is there evidences of planning in advance of the meeting? Does the presiding officer seem to have a plan? Are items carried through with order and dispatch? Do committee groups seem to have done some planning?

7. To what extent do the members participate in the meeting? This question has to do with method. Does the leader dominate, or does he develop considerable initiative on the part of the boys or girls? Does a considerable percentage of the group seem to share in the group's plans and activities?

8. To what extent are there evidence of good discipline? Discipline does not imply the absolute cowed type of quietness secured through fear. In its best sense, good discipline comes through genuine enjoyment and pleasure in the pursuit of interesting activities. Concentrated enthusiasm based upon interest constitutes the finest discipline. It is obvious, however, that in some groups the leader will have to



bear down rather harshly because of unusual circumstances. This is particularly true in some of the beginning gang club groups.

9. To what extent are there evidences of broadening and enrichment of interests? The group may start with a few very simple interests. If it is a good club group, the interests will extend into wider areas-- narrow local concerns may broaden to internationalism; the making of a boat may expand to an interest in the activities of many countries, geography and history; the athletic activity may expand to an interest in sportsmanship and a consideration of the games of various nations, etc. The observer will check on the evidences that such an enrichment process is taking place.

10. To what extent do individual differences seem to be considered in planning and conducting the meeting? The observer, through examination of the club records and conversation with the leader, will determine whether there is any knowledge of the individual's intelligence, home conditions, and interests, or other data which will provide an understanding of that person's general background. In the conduct of the meeting, the observer will determine as best he can whether or not the leader is consciously attempting to keep in mind the individual variations through the assignment and scheduling of tasks. The check will be made principally upon the leader's awareness of the individual differences.

11. What evidence do you find of adequate record-keeping? Club minute books, roster, counselor's records, and scrap books may be examined in an attempt to answer this question.

12. What evidences of active service projects which result in service to others are apparent? Is the club merely a discussion group or does it really act? Find out what the group members have done in terms of helping needy individuals, helping home, church, school, or community -- both as to extent and quality of the effort. The observer may question members and leader on this point.

13. What of the group's purposes and objectives?



What evidences of a positive conviction as to definite sense of direction are to be found? This item is difficult to evaluate, yet each group should have an idea of what it is trying to do. The observer might ask two questions -- What is your purpose or aim? What are you really doing in an effort to follow out that purpose? Is the leader intelligent, thorough, far-sighted? Does he seem to be emotionally well-balanced? Does he possess social vision and imagination? Is he genuinely interested in boys? Do the boys seem to like him? Does he seem to employ a sound educational method? Can you observe evidences of sound and wholesome character? Rate him on his general effectiveness.

It is certainly true that both in the practical leadership of groups and in research, evaluation is basic, for unless we know how good a job we are doing, how can we intelligently plan to do a better one? Yet to apply the set of criteria outlined above in the Extension Program of the Foundation would, it readily can be seen, involve a time expenditure the cost of which would be prohibitive.

We know that enrollment and attendance are the most widely used criteria of evaluation. Such quantitative measures have but a limited value to a real understanding of social group work progress or achievement indicating the ability of a leader.

Another quantitative criterion which can be utilized is the number of different activities in which members have

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2 A.L. Swift, "Research and Methods of Evaluation in Group Work." Proceedings National Conference of Social Work, 1936, pp 254-60 ,



participated. They, however, give no indication of the changes that have taken place within the groups or within individuals as a result of the activity and interplay of personalities.

Swift points out that social group work should be based on qualitative measurements of changes in attitudes and behavior.<sup>3</sup>

However, if we attempt to make any sort of accurate measurement quantitatively of the work of the leader we run into difficulties.

If the socialization of the individual and of the group to which he belongs be accepted as a crude formulation of the aim of group work and an effort be made to evaluate a group activity in terms of it, the difficulties encountered are numerous. What are the precise criteria of socialization? By what techniques shall they be applied? How can we be at all sure that such socialization as is recorded takes place as a result of the activities under observation?

Furthermore, it is manifestly close to impossible to make any sort of an adequate evaluation secured over a period of time long enough to allow observations of the



groups in process of change and adaptation to a variety of circumstances.

Therefore, since the average agency is not equipped to make really scientific observations such as is suggested by experts, it must follow some medium path. A list such as that proposed by Grace Coyle<sup>4</sup> which permits the observer to measure the work qualitatively and yet at the same time with a fair degree of comprehensiveness and which utilizes both statistical narrative records, but does not make a fetish of them would appear to be a solution for the conscientious agency.

Methods Used by the Extension Department. Even such a program of follow-up as the utilization of these criteria imply, creates difficulties for the supervision of leaders in the Extension Department.

Each supervisor is responsible for three to five leaders or about 9-15 club groups. Manifestly it is extremely difficult for him to visit these groups with any degree of frequency. Furthermore, the leader concerned with three club groups will find it a somewhat difficult task to devote "extra" time to his work for the purpose of planning for the group and for the purpose of carefully

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<sup>4</sup> Grace Coyle, Studies in Group Behavior.  
See appendix V.



observing and following up on the needs of each group.

As a consequence of these difficulties there has had to be considerable adaptation of the supervisory program at the Foundation from that proposed by experts.

The plan of follow-up and supervision for the leaders of the Extension Department required that leaders maintain a narrative account of their work with their clubs. These were supposed to be turned in each week to the Secretary for the Extension Department. The form used was headed to provide space for certain statistical information and for the story of the club activity. It also provided for the leader to tell of the problems encountered, and for interpretation. In practice it was found that only the extremely conscientious leader, carefully supervised, made any real attempt to keep a complete record. The supervisor, because of the length of the records when they were carefully kept, could not find the time to analyze them properly. Accordingly, record keeping became primarily a means of indicating simply that the club was meeting and was carrying on activity. Because of lack of time it was not possible for the supervisor to instruct leaders



more than on a superficial level on the use and preparation of records. The results were generally poor, although narrative record keeping was continued over a number of club seasons.

Although, record keeping generally was maintained on the level described, there were some exceptions. Some leaders, even with the supervisor unavailable for continued consultation, maintained a continuous narrative account of help to the supervisor. However, these records were generally unused by the leaders.<sup>6</sup>

Evaluation. The problem of follow-up of leaders in the Extension Department is accentuated by reason of the wide area covered and by the lack of supervisors available. Because of these facts supervision consists largely of the mechanical check-up and consistency of club leadership, attendance, and activity. There is insufficient opportunity for follow-up and evaluation of the qualitative aspects of the leaders work though an effort is made to make the leader aware of the importance of this phase of his task.

While various 'experts' have detailed the methods which should be utilized for follow-up of leaders, the literal application of these means is manifestly impossible.<sup>6</sup>

See appendix V for samples of records kept



ible in any group work set-up such as exists in the Extension Service of the Burroughs Newsboys Foundation.

However, sufficient supervision should be provided to begin an approach to the needs indicated.



## CHAPTER V

### Meeting the Problem in Wartime.

By its very nature Group Work has suffered more of a set-back during the war than other activities. It is acknowledged to be a "Recreational and Informal Educational" tool. Because of this the young men who have in the past served as leaders in this field have been drawn off to other more essential activities. It has done little good for leaders in this field to stress the greater need which exists at present for well-balanced leadership for youth in a time of turmoil and frequent family upheaval and uprooting.

In 1940 we heard the statement:

Group Workers can assist --- in enhancing the training of leaders by interpreting the peculiar significance of leadership today in creating ... citizens willing and able to defend, preserve and rebuild our democracy.<sup>1</sup>

Wherever recreation and an informal education occur, the present task of leaders among children and youth must be to use their leadership so that the practice of democracy may be inexorably welded to the principle.<sup>2</sup>

Unfortunately for the authors of these phrases, they overlooked the fact that the very persons best fitted to

1 American Association for the Study of Group Work,  
Group Leadership in the Present Emergency, p.41

2 Ibid. p.9.



lead youth by reason of their character and ability would be the first to be drawn off to defend this way of life.

When every man must be counted then there can be little question as to what the reaction will be of the person exemplifying the qualities of leadership considered desirable. This has been the case at the Burroughs Newsboys Foundation and in many other similar agencies.

Every problem which existed previously has been intensified many-fold. The usual sources of leadership have practically disappeared. Manifestly those who remained were not the cream physically and frequently their mental attitude was not a healthy one.

It has not been easy to meet the problems created by these conditions. It has been necessary to curtail some of the work done, to leave off work in some areas. However, every effort has been made to maintain those standards which had been attained. At a time when there is greater need than ever for skillful leadership, it has been possible to develop an awareness of this among local groups and as indicated previously the development of leadership from among local groups, e.g. teachers, has proved to offer some promise.



Use of such leadership requires a considerable degree of supervision in some areas but the results obtained in those instances where teachers have been used indicate that distinct possibilities exist. Further use of local resources would appear to offer a partial solution to the problems created by the war.

This agency, like many others, will have to combine, sacrifice some of its luxuries, become more efficient, if it is to preserve the gains it has made in its standards of group leadership.



## SECTION C.-SUMMARY AND CONCLUSIONS.

### CHAPTER I

Introduction. The Burroughs Newsboys Foundation located in Boston, Massachusetts was founded fifteen years ago by Harry E. Burroughs, himself a former newsboy. It was intended that by means of refined surroundings and understanding leadership, the newsboy or other street-trader would be assisted in bridging the gap which existed between his daily life and the responsibilities he would bear in the future as a citizen of his city, commonwealth and nation.

At first the Foundation served only the street-traders in the immediate environs of its club building. However, seven years ago the work was expanded to include those boys living in the suburbs of Boston. The Department providing this service was known as the Extension Service. Clubs were established in neighboring communities under club leaders recruited primarily from the colleges and graduate schools in Boston.

Various obstacles presented themselves in the carrying out of the program of the Extension Service. There were no minimal criteria for selecting or evaluating leadership, altho it was felt that this was really essential.

Accordingly, this study was undertaken for the pur-



pose of studying the methods utilized in training and supervising Extension Service Leaders; to compare these with methods utilized by other agencies and with the results of some studies that have been made; and to propose changes which it is felt will make for a more effective procedure in conducting the work.

Finding Leaders. A survey was made of the methods utilized by a number of different agencies in recruiting leaders for groups. The practice existing at the Burroughs Newsboys Foundation was described and a comparison was made. It was concluded that there has been considerable laxness in developing a sound program of leadership recruiting for the Extension Service of the Foundation. A more careful survey of possible resources for leadership utilizing the experience of other agencies as a guide and adapting these to the needs of the Foundation's Extension Department would be of great benefit in making the work of the Extension Department more successful and profitable. The use of resident (local) teachers as club leaders appears to offer distinct possibilities and resources should be explored in each section of the metropolitan area.

Selecting Leaders. An account was given of the criteria developed by various agencies and experts for se-



lecting leaders. The eight qualities most frequently listed were reliability, purposeful desire to serve, constructive social outlook, ability to maintain a cooperative democratic approach, intellectual background, teaching skill, maturity--emotional, mental, and chronological, and time. It was pointed out that possibility for error exists in measuring these factors.

The methods of selection utilized by the Foundation were described. Primary reliance was placed upon the source of leadership, an interview was given and if the applicant "sized up" well he was given a month's trial. Over a three year period there appeared to be little correlation between the way a leader "sized up" in an interview and the way he worked out on the job.

It was concluded that, due to the sources from which leaders have been drawn there is no great need to determine more fully the applicant's educational background. There is some means needed to measure the degree of maturity of the leader at the initial interview and also there is a need to follow-up more closely during the month trial period to determine the adaptability of the leader to the type of work required in the Extension Service.

The criteria suggested by other agencies are in-



definite. Until more accurate measures are developed, the work test appears to be the only fairly certain method of selecting a good leader, although even this is fallible.

Orienting the Leader to the Agency and Its Program.

As important as it is for the agency to find and select good leadership material of equal importance is the need to orient the new leader to the agency, its philosophy, and its resources as well as to the group with whom the leader is to be in contact.

A number of means are utilized to achieve this end. Among the means utilized are the one-time interview, the conference method, and observation of groups in action.

At the Burroughs Newsboys Foundation the procedures advocated are developed in considerable detail. Despite this there appear to be some lacks in the orientation process as leaders frequently do not appear to assimilate the information provided. The primary lack appeared to be in the use of individual conferences which were not sufficiently frequent due to lack of sufficient supervisory personnel. This lack should be considered when planning the number of supervisors required for the leaders employed.



### Training the Leader in Group Work Methods and Objectives

Few leaders coming to the average agency have any clearly defined idea of the purposes or methods of group work. Upon acceptance of a worker, it becomes the responsibility of the agency to take care of the development of that worker.

The most common procedures utilized for training purposes are leaders' Manuals, lecture courses, seminars, and institutes, use of leaders' councils and conferences. However, because of lack of time, all these cannot be used and some choice must be made. One study made indicated what experts and leaders felt were the most effective means.

The Extension Service, because it is decentralized, has had a somewhat different training program than that of most other agencies. Leaders were given an opportunity to observe the actual programming and were taken into the field by experienced leaders. They attended leaders' conferences. Individual consultations were provided. Reading material was made available and records of past work were put at the disposal of the leader. An annual training institute was provided and leaders in the field of Group Work were invited to lead discussions at the leaders' conferences.

While in outline the methods of training leaders is



well-planned, it suffers from an important weakness. Leaders do not receive the degree of personal attention that is required for good training and as a result--with the exception of those leaders who are already experienced--club groups frequently are inadequately led and are lost by their leaders.

It is important that greater emphasis be placed upon individual guidance for leaders. This will require as a minimum a well-trained staff of a director, a secretary and three part-time assistant supervisors to adequately care for the area covered by the Extension Department.

Follow-up of Leaders in Their Work. Follow-up of leaders is intended to provide a means of assisting the leader further with his training, assisting the weak leader in gaining confidence, and as a means for encouraging the leader who tends to be slipshod in his work to put forth greater effort.

The primary means of follow-up on a leader and his work are the use of records and visits to the leader's area by the supervisor for purposes of observation.

A number of criteria have been developed utilizing these methods of follow-up.

While it is recognized as true that both in practical leadership of groups and in research, evaluation is basic,



yet to utilize the criteria advocated would be all but impossible in the Extension Service. It is necessary to follow a medium path adapting the procedures advocated to the needs of the agency.

Although extensive records were kept by leaders, it was found that they soon became too voluminous to be of value to a supervisor and leader pressed for time and accordingly a streamlined report was developed involving a weekly narrative account of the work done and also basic statistical information.

The problem of follow-up of leaders in the Extension Service is accentuated by reason of the wide area covered and by the lack of supervision available for this purpose. Because of these facts supervision consists largely of mechanical check-up and the consistency of club leadership attendance and activity. There is insufficient opportunity for follow-up and evaluation of the qualitative aspects of the leaders work though there is an effort to make the leader aware of the importance of this phase of his task.

The literal application of the criteria for follow-up and evaluation advocated by experts is manifestly almost impossible in any group-work set-up such as exists



in the Extension Service of the Burroughs Newsboys Foundation.

However, sufficient supervisory assistance should be provided to begin an approach to the needs indicated as a quantitative evaluation of group leadership is at present by no means adequate.

Meeting the Problem in Wartime. The present emergency has created something bordering upon a crisis in the Group Work Field. Those standards of maturity and experience which had been established for so long a period of time have in many agencies been disregarded because personnel fulfilling these requirements are no longer to be found. The Extension Service of the Burroughs Newsboys Foundation has curtailed some of its activity, but has made every effort to maintain the standards it has achieved.

Through a more thorough exploitation of potential leadership in the communities which it serves, it should be possible, by preserving effort, to stay close to these standards it has attained until the emergency is passed.

APPROVED:

*Richard W. Grant*

Dean



Appendix I

Schedule presented to 16 leaders employed in the  
Burroughs Newsboys Foundation, May, 1941.

(Instructions - Use attached sheets. Put down  
number of each question and your reply to it.)

- A-1. Name-----Age-----
- A-2. Write briefly concerning yourself and family.  
How many in your family? What do they do? What  
are your plans for the future?
- A-3. In what extra-curricular activities did you en-  
gage before you went to college?
- A-4. College- What has your major study been? In  
what year of college are you now? Name school.  
What courses in Education, psychology, or social  
work have you had?
- A-5. In what extra-curricular activities have you en-  
gaged in college?
- A-6. What grades have you received? List grades and  
subjects for last two semesters. In what quarter  
of the class (scholastically) are you?
- A-7. What other work have you done? When? Details.
- A-8. What hobbies have you?
- A-9. What club work experience have you had?
- A-10. What have you done during the past three summers?
- A-11. Describe your camping experience, if any.
- A-12. List those activities in which you have some de-  
gree of skill -- enough to lead or instruct others.
- B- 1. How did you happen to come to do this work? Why?



-2-  
Appendix I

- B- 2 How long have you worked as a leader here?
- B- 3 In the light of your experience here, do you believe that the work being done is worthwhile? Do you believe that what is being attempted is simply a lot of wishful thinking entirely apart from reality? Support your belief.
- B- 4 Has your experience here been satisfactory? If so, why? If not, explain what you feel might have made it more worthwhile for you.
- B- 5 Do you think your work with the children to whom you have been assigned has been of value to them? Reply with respect to each club you have led this year. Evaluate your work with each club briefly, listing each club by name. Also, give the average age of the group.
- B- 6 How many clubs can you handle readily? How many clubs do you think a leader should have?
- B- 7 (a) Do you look for problems in your club work?  
(b) What types of problems have you encountered in your club work?  
(c) Describe how you solved a problem which you encountered this year.
- B- 8 When do you write your records?
- B- 9 Do you find it difficult to keep your records up to date?
- B-10 What do you try to include in them?
- B-11 Do you think you write adequate records?
- B-12 What do you believe should be included in the record kept of a club?
- B-13 If you do not keep such a record, explain why -- lack of time, see no need for it, tried but saw no value, supervisor did not keep after me, etc.



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Appendix I

- B-14 Have the records you have written or those written by other leaders been of value to you?
- B-15 What is your role as leader of your groups?  
(What do you do?)
- C- 1 Have you done any reading this year in group work or in education?
- C- 2 Do you know what literature is available on group and informal education? Please list.
- C- 3 Do you know what books and literature are available in this agency? List what you had read.
- C- 4 If you are not familiar with current literature in the field, do you think you would take time to study it if it were made available to you?
- C- 5 Have you ever felt any desire to know what authorities in this field have to say concerning group education? If you have, but have done nothing about it, tell why.
- C- 6 Have you had supervision in your work?
- C- 7 Of what value has supervision been to you in your work. Of what did it consist?
- C- 8 How might supervision have been more helpful to you?
- C- 9 What do you think a supervisor's job should be?
- C-10 (a) How have the weekly conferences helped you in your work?  
(b) Have you any idea as to how they might be made more helpful to you?
- C-11 What do you feel would be the one thing which would be of most value to you in your work?
- D- 1 How many hours a week do you spend with each club?



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Appendix I

D- 2 Do you get paid? How much?

D- 3 Name of your agency?

D- 4 Name of person under whom you work? Position?



A Series.

A 1	2	3	4	5	6	7	8	9	10	11	12	13
1	22	N.P. Med.	Active	Biology	Very Active	Active	Count- selor	Fishing Dancing Reading	6 yrs. B.N.F.	Boys Camp	Exten- sive	6
2	19	N.P. Bus.	Active	Account- ing	Active	Active	Club Leader	Gr. Wk. Fencing Reading	B.S.A.	Count- selor	Median	5
3	23	N.P. S.W.	Worked	Social Work	Active	B +	Labor	Golf Sports	None	Work Truck Driver	None	0
4	--	Min.	Very Active	Relig. Ed.	None	B	Church Clubs	None	B.W.F. Church	Work truck driver	Exten- sive	2
5	22	Ed.	Worked	Hist. Ed.	None	B	Worked	Boys Wk. Rel. Wk.	Camp Counselor	Worked	Slite	2
6	26	Min.	Very Active	Rel. Ed.	Active	B +	Worked	Colec. Leaves Poetry reading	2 B.W.F. None Prev.	1 yr. gr. wk. 2 yrs. labor	None	4
7	--	Min.	Active	Psych.	Active	B	only	Dram. Music Photog.	None Prev.	Worked	Median	3
8	22	Bus.	Active	Indust. Mgt.	Active	B	Shoe Sales- man	Chess Discus	None	Counselor	Median	4



A Series (Continued)

A	1	2	3	4	5	6	7	8	9	10	11	12	13
9	20	<u>law</u>		Active	Pre- Legal	S Active	B	---	---	3 B.S.A. 2 B.N.F.	Blue Hills Camp 2 yrs.	None	2
10	20	<u>law</u>		Active	Gov. & Ec.	S.A.	C	Asst. S.C. Mas- ter etc.	Poli- tics	-----	-----	---	2
11	22	<u>Min.</u>		Active	History Theol.	S. A.	B	Work	Music Hiking	B.W.F. Camp & Church Wk.	Worked	Slite	6
12	29	<u>Proof Soc. W.</u>		----	----	--	-	Sun. Sch. Tea- cher	Nature Study Hiking	Club Scouts	Camp leader	Slite	6
13	23	<u>Bus. Soc. W.</u>		Active	Soc. Wk.	Very Active	B+	Work Excur. Active	Read Sports Talking	None Prev.	Labor	None	3
14	22	<u>Labor Law</u>		Active	Hist.	None	B	Worked	Fishing Reading Dancing	None	Waiter	----	-
15	26	<u>Labor Theo.</u>		Worked	Rel. Ed.	Active	B	Church Worker	Bask. Hiking Phot. Bowling Tennis	B.S.A. 9 yrs. B.W.F. 2	Labor	Median	4
16	26	<u>Labor Min.</u>		Active	Lit. & History	S Active	B	Work & Sch.	Basket- ball	B.W.F. only	Worked	None	2

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Tabulation of Replies to Schedule I.

Table B

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Likes & 1 Pay	6	Yes +	Yes +	Yes	4 7	No	A. l. meeting	No		No		Records not Used	No	Act as Club member
Began as vol.		Yes +	Yes	Yes	3 2	No	any time	Yes		no but try		Keep W small scale	Yes	Advisor-some- time superv. or take over.
Field Place- ment.	1	Yes +	Yes	Yes	2 3	Yes	a l. meeting	Yes		Can't say		K R	Yes	Advisor
Three Church Activ.	2	Yes +	Yes	Yes	5 3	Yes	Once a Week	No		No		K R	Yes	Generally "sit back"
Three Other Leaders	2	Yes +	Yes	?	2	No	a. l. meeting	No		Yes		----	No	Directs
Likes Work	3 mo.	Yes +	Yes	Yes	3	Yes	as soon as possible time	some- time		Yes		Lack time	Yes	Directs
Money	1	Yes +	Yes	Yes	2	Yes	as soon as possible	No		No		----	Yes	Indirect control.
Other Leader	6 mo.	Yes +	Yes	Yes	?	Yes	after meeting	No		Yes		K R	Yes	Boys do own work aided by suggestion



Tabulation of Replies to Schedule I. (Continued)

Table B

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
First as N.Y.A.	3	Yes +	Yes ?	?	5 3	No	First opportunity	No	No.			lack time	Yes	Acts as Advisor
As volunteer	-	--	Yes	-	2 3	No	After a time	No	Yes			----	Yes	Tends to dominate
Work	5 mo	?	--	Yes	1 3	Yes	before meeting	No.	Think so			No Value	Yes	Indirect Supervision
Career	4 mo	Yes +	Partially	Yes	4 6	Yes	as soon as possible	Yes	Yes			K R	Yes	Directs Advisor
Place-ment	2 yrs.	Yes +	Yes	Yes	2 2	Yes	Attendance of meet.	No	Yes			Time	Yes	Advisor
Money	4 mo.	Yes +	Yes	Yes	?	3	Aft. M. but usually slip	No.	Yes			----	Yes	Directs
Interest in work	2 yrs.	Yes +	Yes	Yes	3 3	Yes	As soon as possible	Yes	Yes			----	Yes	Advisor
Work	2 yrs	Yes +	Partially	Yes	1 3	Yes	Varies	----	No			----	No	-----



Tabulation of Replies

Schedule I

Table C

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	C & D Series
1	Yes	No	Yes	No	Yes	Yes	1	1	1	Some	?	2	6			
2	Yes	Yes	No	Yes	Yes	Yes	1	1	1	Yes	Close Superv.	2.5	6			
3	Yes	No	Yes	Yes	Yes	Yes	1	1	1	Yes	More Exper.	3	10			
4	Yes	Yes	No	Yes	Yes	Yes	1	1	1	Very Little	Facilities	3	10 <sup>00</sup>			
5	Yes	No	No	No	Yes	No	1	1	1	Little Boys	Coop. Among	5	6			
6	Yes	No	No	Yes	Yes	Yes	1	1	1	Yes	of gr. psy.	4	6			
7	Yes	No	No	Yes	Yes	No	1	1	1	Yes	Close Superv.	2 $\frac{1}{2}$	6			
8	No	No	No	?	---	Yes	1	1	1	Yes	----	--	--			
9	Yes	No	Yes	No	---	Yes	1	1	1	Yes	----	2 $\frac{1}{2}$	6			
10	Yes	Yes	Yes	Yes	No	No	1	1	1	Yes	Close Superv.	4	6 <sup>00</sup>			
11	No	No	No	No	No	No	1	1	1	No	----	2-6	6			



Table C

Schedule I

Tabulation of Replies  
(Continued)

		C & D Series															
		D-1	2	3	4			11	12	13	14	15			16	17	18
0	1																
12	No		No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
13	Yes		Yes	Yes	No	Time.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
14	Yes		No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
15	Yes		No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
16	No		No	No	No	Time	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Facili-  
ties

More

Local

Facili-  
ties

3

No

4

6

More

Info.

re:

each boy

3 1/2

2/4

4

6



Appendix II

Sample of a report of a survey made by a new leader for the purpose of becoming familiar with the area in which he was to work.

Report on Observations and Street Work in Everett

(For the Month --- October, 1937)

1. Description of the city

Industrial city, population 48,000, situated 3 1/2 miles from Boston.

Population primarily middle-class. Predominantly Irish and Italian.

A large part of population employed by city's largest two industries, Merrimac Chemical and Beacon Oil. Another large group commute to work in Boston, Charlestown, Medford, Malden, and Chelsea.

The city is divided geographically into two distinct sections. The main street, Broadway, runs the entire length of the city from southwest to northeast through the center of the city, and is crossed by the Revere Beach Parkway at such an angle so as to cut off the south section of the city from the other much larger section. The south section of the city, known as the Lynde St. section, is the section of the city inhabited almost exclusively by



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Italians and represents the "slum" section of Everett.

I spent much time in this section with the knowledge that here was represented more acutely than in any other section the community problem. The streets run perpendicular from Broadway south and extend southward only a short distance (there are about 15 houses on each side of the streets); there are but 11 streets in this section and in all it covers no more than 1/4 of a mile. The houses are almost all two-family, poorly constructed and and very dirty both on the exterior and in the interior. In this area is located the Beacon Oil Co.; also automobile junk yards, storage barns, metal shops, etc. Across Broadway, just on the other side of this area is located the Merrimac Chemical, an organization which covers a territory equal in size to this Lynde St. section. The odors of the chemicals carry over into the adjacent area and directly across to the Lynde St. play-ground which runs along Broadway. On the southernmost part of this Lynde St section, I observed a rather spacious clearance devoid almost entirely of housing. This land is irregular and in the further extremities very marshy. At present it is covered with tin cans, garbage, broken glass, an occasional broken down barn with protruding rusty



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nails. I make special note of this section for I have seen a great many small children playing here on every one of my visits to this section of Everett and also because it is the only place where children may play outside of the very small playground, (that is, besides the street) In the main section of the Lynde St. section, at the intersection of Beacham and Bow Sts. are found three small variety stores, a barber shop, a cheap restaurant where liquor is served, two pool rooms, two empty, broken-glass covered lots, and nearby a noisy forge and furnace company. It is at this intersection that a great many of the older boys (of high school age and up) congregate---they smoke, swear, fight and play pool. This is the notorious part of the city where the police at present are giving special attention. This Lynde St. section is over-laden with small variety stores, for the most part run by elderly women, most of which are centers for hang-outs for groups of boys both day and night.

The business section of Everett is located around the large square of that name which is the intersection of Broadway, Chelsea and Norwood and School streets. Here are located every type of business enterprise known to a city....stores,



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department and otherwise specialty, office buildings, restaurants, drug stores, etc. This business section tapers off into residential sections along these intersecting streets with the exception of Broadway, which after a distance of 1/2 mile, runs into another business square of smaller size, known as Glendale Square. Along Broadway between the two squares are found office buildings, churches, the City Hall, the Senior High School, newspaper distributing centers and many small stores. Near Glendale Square is found the City Hall Annex and Glendale Park, the only park and the largest playground in the city.

The residential section of the city extends out on both sides of Broadway and here the vast bulk of the population resides. The homes are mostly two-family and are middle-class in appearance, with some very beautiful homes scattered here and there, rather than in any definite section. Schools elementary and Jr. High are found scattered very conveniently throughout the residential areas--- the library is located at Everett Square.

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II. The Community Need

This I observe from the point of view of the boy, and is based only on observations up to this date.



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Contacts with boys on the streets, street traders or no, have brought home the need for recreational facilities and proper supervision.

The playgrounds are inadequate from the point of view of size, condition and primarily supervision. The Lynde playground is handicapped by size, the fact that it has no grass on it, is covered with scattered broken glass, is across from odors of the chemical company, no supervision, the fact that older boys utilized the grounds for their unorganized football games and the younger boys must resort to play on the marsh land (which was described previously); girls are very seldom seen there and when they are it is in a passive watching capacity. The Glendale playground is almost exclusively used by older boys, at this time of the year especially. I have seen upwards of 200 boys between the ages of 14 and 20 playing unorganized and a decidedly rough game of football; the boys play in groups all over the field and sometimes engage in disputes over the use of the field. They play with no enthusiasm or purpose, engage in profanity, "mutual" smoking and much bickering. I inquired of the police concerning the permits to play or use the grounds and they informed



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me that boys over 16 are not allowed to utilize the playgrounds (in theory but not in practice). The Meadow is another playground and is located just south of Everett Square; here the situation is much like the others except that I saw many younger boys playing here, and I was informed that there is supervision here during the summer. Speaking with boys throughout the area I learned that many of them had belonged to the now extinct Boy's Club and that there is a keen interest shown in a discussion of the function of such an organization. I can understand this in the light of my observations in the residential area where many groups of school boys, most of them who have no street-trade occupation, are seen loafing around street corners -- a truly static situation.

Many of the high school boys have expressed, to me, their wish to use the school gyms and they explain that there are only a few that are adequate and none which are available. They spoke of the curtailment of the athletic program of the schools, a fact which has explained why there is so much interest placed in the few sports allowed--- even if the vast majority of the boys must confine themselves to vicarious participation. Even when a group of boys do organize and secure space to play at some game,



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they are handicapped by the lack of supervision and instruction---this has resulted in the lack of enthusiasm for the particular game(this explains in part a comparatively negative attitude toward the game of baseball).

Inquiry has revealed that the W.P.A. recreational program has included the use of the school gym every night last year and that the possibility of extending this use is thus strengthened. But this brings conjecture on my part---for I can see how limited these boys are even with the provision of increased recreational facilities. The educational scope of activity, as reflected through an investigation into the expressed interests of boys with whom I have come in contact, covers a great deal more than can be met by any recreational program. However, the immediate need is in better occupation of the leisure time of the youth of Everett, first through a more adequate recreational program.

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III. The Street Trade.

I will divide my discussion into three parts: the newspapers and distributing centers; the newsboys; the bootblack.



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The newspapers which are distributed in Everett include all the Boston newspapers and the two Everett newspapers, the dail News-Gazette and the weekly Herald. The papers are distributed in various manners. The Boston papers distribute their papers through centers, where boys come for their papers or from which they are distributed to boys and stores by truck. The H-T has its own distributing center where boys come for their papers daily at 3:30 and all of the papers are delivered to regular customers on a route. The other centers including the largest, whose newsboys are known to be the Hotel and R.R. boys and they have a variety of newspapers including the local papers. These distributing centers with their distribution managers show a marked interest in the boys' success in their work---for instance when one is troubled by bad debts or stealing, the distributing manager or his assistant go with the boy and help him solve his problem. Also the incentive to increase one's business is provided by the distributor who offers prizes and better routes as rewards. The local newspapers, in addition to distributing through the centeres, have their own newsboys. The local N-G has had difficulty with their boys due to the



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poorer article they sell and the poorer percentage, and are anxiously looking for a solution. The Herald has abandoned distribution through boys and is mailing the papers not given to the distributing centers. This is due to the method of subscription and the narrow-minded conviction on the part of the editor that all newsboys are thieves.

The newsboys in Everett are primarily delivery boys. About 90% of distribution is through routes, either morning delivery or evening, as well as Sunday deliver. The older boys deliver in the morning, getting up at 5:30; also they have the Sunday routes, the record papers and the news corners. The younger boys, 10-15, are afternoon delivery boys almost exclusively. The regulations are definite but are not strictly enforced. Boys have been required to secure licenses within the past year, yet many have not got any and no questions have been asked of them by police or other authorities. The only check-up is on selling by young boys after 8 P.M. and there have been very few offenders. Selling on corners is permitted with the restriction of solicitation to display and no calling out. The situation is one where no problem, in the negative



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sense, is existent. There are around 250 newsboys in Everett who are active in either selling or delivering. The motivation behind this occupation does not involve the necessity economically that is noticed in other sections of greater Boston, and in many cases, which I have actually contacted,, it gives the boy a needed extra-school activity.

The bootblack is comparatively a rarity in Everett. There is at present no regulation (statutory or otherwise) governing their activity on the streets and the police only restrict this activity after 8 P.M. and when the activity becomes a nuisance. One sees only a few scattered shine boys near Everett and Glendale squares during the week, and in conversation I learned that they shined primarily on Sunday, confining their week-day activity to days when they didn't have anything else to do. They came usually from the Everett Square section and were fairly aggressive but not very active ---"they were passing time." However, one hardly ever sees them shining after dark---most all of them were about 12 years of age and attended the Boy Scout troops which met one night per week in the churches. I learned that the interest in the scouts was growing and



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that many street traders were joining---but I also learned that the interest soon wanes after the boy reached high school age. On Sunday and sometimes on Saturday, the two squares were crowded with shine boys (until recently when the police have cleaned them out for creating a nuisance. Most of these boys are surprisingly older (up to 18 years of age) and come from the Lynde section in groups. I was told ( not having been present to observe) that they clog up passage ways, stand in front of store windows, argue, fight over customers, drive younger boys away (who later spread out and make more money as a result) and who make little or no money at all. Recently the situation has been presented to the supervisor of attendance, Mr. Marks, who I am planning to interview next week. I might remark that the police are particularly understanding and willing to cooperate with the street-traders, and they have a keen knowledge of the community problem---a topic which they discussed at length with me.

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IV. Contacts

My main contact has been with a group of newsboys under the leadership of a high school senior, named "Vinny" Garifalo. Vinny, a newsboy who delivers in the morning,



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works in a drug store in Everett Square and has come to know, and be known too, to most of the newsboys in the city. The interest of the group is in a newsboys club, which, through organization, can provide the desired athletic facilities. I first contacted them through Vinny as individuals who were met as (V. and I) were walking through various parts of the city. The topic of discussion on every contact was focussed on athletics---when are we going to play football?---how about more practice? /---if we could only get a gym---can we play in the Foundation gym and use the game room? The interest and concern is evident, but the barrier to overcome is two-fold (as the boys see it): to secure facilities and to try to get together at a time that is convenient to all. It was the proposal of a few boys that rather than organize all the boys (the entire 200 plus) that a smaller group of 15 organize into the first of the Everett clubs. With the offer of the Foundation as a meeting place until the group organized and secured facilities in Everett, the selection of a group of boys was made by Vinny from among his immediate associates, based on their close acquaintance, similar age and common interest in the current sport, basketball.



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I have spent a great deal of time with Vinny in an attempt to help him to understand what the purpose and needs of such an organization are and to utilize his contacts so as to better acquaint myself with the type of boys with whom I will work. It shall be my purpose to help the group to establish their purpose in organization in Everett. To date the main difficulty has been in finding a common time for this group to meet. Their sole interest is confined to basketball and the use of the gym, and my conversation with others than Vinny has convinced me that aside from playing this game they have no other conscious motive in organizing. This group which, to date, I have never seen all together as one group, average in age about 16 years and are older than the average newsboy. My first contact with them as a group will be this week when they come to the Foundation to play basketball in the gym. I am confident that these boys have no street-trade problems, as we know them in Boston, but that through their common trade we have a door-way leading to the dealing with other problems. I am also speculating as to the place which Vinny will eventually take in the organization and extension of this group in Everett.



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Other contacts I made were for the purpose of acquainting myself with the Everett situation from every possible angle. I spoke in conference with many merchants, public officials, welfare workers, police officers, editors, laborers and of course with many boys and girls. Some of them are as follows:

Miss----- ---Everett Public Welfare  
Mr.-----H-T Distributing Center  
Mr.-----Furniture Store Proprietor  
Mr.-----W.P.A. Director of Recreation  
Miss-----Distributor at N-G Office  
Mr.-----Editor of Everett Herald  
Employees in City Hall  
Librarian at Parlin Library  
Teachers in Senior and Jr. High Schools

This report covers a variety of activity in Everett during the month of October and brings my information up to date. I shall submit weekly reports on my observations, street work and club activities from now on..

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Miss-----Everett Public Welfare  
Mr.-----B-T Marketing Center  
Mr.-----Furniture Store Proprietor  
Mr.-----W.P.A. Director of Recreation  
Miss-----Director at W-G Office  
Mr.-----Editor of Everett Herald  
Employees in City Hall  
Librarian at Public Library  
Teachers in Senior and Jr. High Schools

This report covers a variety of activity in Everett during the month of October and brings my information up to date. I shall submit weekly reports on my observations, street work and club activities from now on.

Appendix III

Resume of a discussion at a leaders' meeting  
led by an invited speaker.

"Sex Problems of Youth"

Mr.---introduced ----, telling that there is one aspect in which the Extension Department has "ducked from under" because we felt rather inhibited, due to the fact that there is a question of how much responsibility we have. Also, this problem becomes involved with morals and ethics, eg. the tenets of the Catholic Church. We have asked --- to come and to help us think through some of these matters, clarify our responsibility and obtain some suggestions in regard to best procedures.

In order to bring this subject down to practicalities, those leaders in whose clubs such problems had arisen, were asked to present them before the group.

Mr.--- told that he has a club in which the boys pick up knowledge on the streets which is not wholesome. He reported that he spoke to the boys on the basis of "If you had a sister, would you like her to be treated thus?" The boys are willing to discuss their habits frankly but like the company of girls. Friday night is date nights when they go to cheap movies in East Boston. He mentioned that the boys tell very "dirty" jokes and therefore he feels that



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their actions with girls are not good. In their discussions the boys talk about an excess of kissing, etc. He mentioned one group of older boys to which he gave a lecture on biology and how to take care of the body and be careful of disease.

-----: What do you think is underlying problem there. Do you think physical sanction, eg. fear of disease is sufficient?

Mr.---: The boys will be more careful if they realize the danger.

-----: Is this method going to get at the main problem just because you are telling the boys to be cautious?

Mr.---: No, because they are living in a neighborhood where this type of action is prevalent; also, there is the group attitude.

-----: Are there some boys in the same neighborhood that are meeting the problem differently?

Mr.---: Yes.

-----: This is a very difficult situation to meet because given this environment, the boys will naturally react in the way they do. The problem is both internal and external. i.e. we all have the sex instinct. This is perfectly natural. The young boy or girl having some difficulty of adjustment regarding sex life is frequently having the difficulty because of some habit which has been built up over a period of time; some of this may have started in the private life of the individual as an auto-erotic habit. Therefore, it is very difficult to attack the sex problem because one cannot know exactly what he is attacking. I worked with boys in



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the Reformatory in -----where there was a good deal of sex delinquency, yet the boys were pretty much concerned about it and had plenty of information so that it was not a case of enlightening them. It was mostly a question of individual approach to each boy and the environment in which the boys were living had to be recognized.

Group leaders should be able to be of tremendous help if they can get the boys to the point where they will feel free to tell leader about their worries and there are worries, since sex irregularities arouse a guilty feeling. It is an important thing to try to get the individual boy to get some kind of insight into what things do to him. We should not approach this in a moralistic way since we are not in a position to judge, taking all the boy's circumstances into consideration. The important thing is to try to give the boy an appreciation of what it is that is bothering him. All his acts are very much influenced by the external surroundings.

The Catholic belief is that "A necessary safeguard to purity is modesty". The starting point is that as far as we are able, to control the environment, then create circumstances that will put him in a different situation. There is much loose speculation in psychological literature about what you can do in sex situations by merely giving information. One school feels that knowledge will lull persons into passivity where they will no longer have the desire because they have the information. But sex is an instinct and my knowledge of such things leads me to believe that this will not be the case. But I feel that there is a middle ground where we are trying to steer the energies of the boys into normal, healthy channels and with this as a foundation, we can frequently propose other things, offer insights, enabling boys to understand how to lead a life that will befit their dignity.

In the last war moving pictures were shown of venereal diseases, etc. but this did not deter the



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soldiers. Instinct is so strong and, as the occasion presents itself, it takes more than the fear of disease to keep that person from doing as he should do whereas the other appeals that can be made to a growing boy are much more telling, eg. inspiration, telling about normal home life, future home life, etc., it is important to put a stronger motive than fear of disease. I would liken this with a reckless driver who sees signs but feels that he is not going to have an accident. It is the same with disease. Each boy feels that this will not happen to him, whereas motive of treating others as he might like to be treated himself is more telling.

Mr.----brought up the problem of a group of Jewish boys of 15,16, and 17 years of age. It is a group of 8-9 boys and the immediate concern is with three of them. One boy's original home was in Hawaii and he has been in other countries before coming to America. The father was American born and the mother, Russian. The boy does not have a steady home life, is extremely interested in girls and from time to time relates to the group, experiences with girls of a sort that is not refined. Another boy has had intimate relations with a girl who seems to be feeble-minded. The third boy is employed in a restaurant which caters to a rather rough crowd, which leader feels will sooner or later have an effect on him. Leader has had club parties at the Foundation with girls, has also attempted to have parties at the boys' homes. These are socially acceptable affairs and girls are not of a rough sort. The question in the leader's mind is "how much of this is fantasy and how much reality with the boys, since their stories do not match up with the actions he has seen". However, the boys are very well informed as to sex. Leader mentioned that club meetings are held on Sunday mornings in a club house while the parents are playing cards in another room upstairs. The pattern in this social strata in the neighborhood is for considerable gambling and as much as \$2. to \$3. may change hands of an evening. Leader felt that given a large amount of time, something could be done with the boys but in the amount of time he has, he felt that little can be accomplished. He mentioned that



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other boys in the club are active in high school activities and seem to go with a better type of girl.

-----: Are the public schools in Revere used for dances or other things of a social nature?

Mr.---: No, not to my knowledge.

-----: I think you brought out a good point when you mentioned the possibility of some factasy. I think we will find instances where language is just a defense, a mechanism that has been built up. It would not necessarily follow that the boys have been doing all the things they have been talking about. A skillful handling of the situation could determine why the boys resort to telling these stories, why do they act as they do? There is some deficiency in the boy's life to account for this. There may be some conflict in the home between father and mother, the boy wanting to get back at his older brother, etc. You might have an opportunity to ferret this out and to point up some of the steps in the process. There is the psychological train of thought here. There is a good deal of artificial stimulation that comes from a faulty kind of sex education. It begins with a fantasy and gradually the boy's desires are stimulated and he acts as he previously talked; this is a very insidious development because the boy thinks he will be able to stop after he reaches a certain point. The difficult part is restraining. I feel that it is sound psychology that since a habit is built up by a series of actions, he can only unlearn the habit by building up a whole pattern of opposite reactions. This is difficult but not impossible. The boys I had in the reformatory responded well to my talks on swearing and dirty stories.

Mr.---: I feel that one problem is that the boys must have sufficient motivation to want to change this habit that has been formed.

-----: I have had boys who, to correct this habit, used



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such devices as examination of conscience (used in the spiritual order). They pick out one defect and try to eliminate it; principle of "Divide Conquer". Although this device is very detailed, it works.

Another type of boy who is a problem is the type that won't talk, keeps his experiences to himself. Frequently the manifestations of this can be seen in the conduct of the individual. Here the leader must, by handling the individual, show the boy that he would not be terribly shocked if the boy were to tell him these things. Leader must be non-shockable so that the boy feels free to unburden himself. This is a very important approach. First and last, leader must always approach problem having in mind the individual boy.

Mr.-- : told about a club group he has of Portuguese and Italian Catholic boys. The problem is the boys' relationship with certain Portuguese girls. Although the leader felt that much of this is just talk to impress each other, he felt that some of it is true. The boys talk of their exploits with certain girls of questionable nature. Leader tried to meet this problem through discussions of biology and disease, etc. and the boys were interested, but still talked of Portuguese girls, "dark meat", whores, etc. When a club party was planned, leader laid down certain rules that the boys were to bring "nice" girls, must take the girls home, and come dressed up. Thus the boys should learn that girls are human beings with similar likes and dislikes. At a previous party, the boys' behavior had not been of the best, one boy brought a lot of girls and when the party was over, lined them all up, kissed each one good-night, and sent them home. Leader told that the boys have regular "hide-outs", for instance the bowling alley in Inman Square, the movie house, etc. where they meet the girls, since many of them are not allowed to have the boys in their homes and must sneak out to meet them.

----: What is the age and maturity of the boys? There are certain ages where boys want to become rowdies and do not take to dressing up. Different boys become interested in girls at different ages.



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We must remember that work has to be done not only with boys, but with the girls. Boys must not distinguish between good girls and bad girls but must recognize them as girls and have the same respect for all.

Practically we must work on this on an individual basis and know the facts. We cannot simply believe the stories of the boys, which are often colored by imagination.

Mr.---: How can we find out whether the boys are actually as bad as they seem, since they will not often act differently when with adults than when with their own group?

Mr.---: By talking with the boys individually, leader can often detect the difference.

Mr.---: Another way of detecting is, if an incident mentioned seems to be a matter of common knowledge, it is probably fact.

Mr.---: (Asks ---) Do you feel it is within the function of our leaders to deal with sex problems as they come to the fore, from the point of view of individual need and personal guidance?

-----: Yes. Just as any other problem is met. I feel that there is a line of demarcation between social work and other professions because often it can detect symptoms, but it is outside the field to treat. One must know where to refer the problem. This being a moral, spiritual problem, there is a relationship between the social worker and the parish priest, minister, or rabbi, depending on the boy's religion, and there should be no conflict between the two professions.

Leader will find that in the long run he will save a lot of time and headaches if he suggests that that the boy see the priest or ask the priest to talk with the boy, since he may have a much clearer appreciation of what the problem is, etc. In the Catholic faith, many conflicts happening in an individual may, in later life, be traced back to this religious problem.



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Therefore, there is a good deal in this whole area where a skillful handling of the situation can be of a great benefit to the boy, whereas leader can help best by acting as liaison person.

Mr.----: In this club every boy is extremely interested in girls. There is one boy who does not seem to be very bright but he seem to be bright enough to have a girl on the sly that no one of the boys know anything about. I feel that this is so because of a knowing look and sly expression that he often displays. I feel that the attitudes of these boys toward girls are a neighborhood pattern.

Mr.----: Shouldn't there be some emphasis placed on the girls and some guidance given them, since they are at least partly to blame for the boys' actions?

---- : Yes, it is impossible to change the boys if no attention, supervision or guidance is given the girls.

Mr.----: Why not give a party and invite the Portuguese girls and treat them nicely?

-----: The point is well taken that since these boys are associating with the girls on the outside, then there might be some prospect of correcting the disorders if they met under supervised auspices.

Mr.----: We should take into account that of over 40 clubs in the Extension Department, we have these problems in only a few, thus the majority of the boys must be making a good adjustment. Where this problem arises, it usually reflects conditions of a neighborhood, and this we do not prefer to deal with.

IN SUMMARY: (director)

1. Follow the principle of divide and conquer and attempt to work with individuals or small groups of boys on an individual basis. In this way we may hope to



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succeed at least to a small extent.

2. In refutation of the statement that we have such a short time to work with the boys, Professor----- stated,

It is not so much the amount of time we have to work with a boy but, rather, what happens when we deal with the boy. Because of the fact that the boys are in the stage of hero worship, leaders might be able to help in a small respect.

3. It is not enough that we give information on sex matters. We must motivate the boys for higher social achievement.
4. We cannot solve the problem by inhibiting it, we must substitute other activities.



Appendix IV

Resume of discussions held at leaders' meetings for the purpose of indicating typical content of such meetings.

EXTENSION LEADERS' MEETING.

PRESENT:

What should be considered in making up a good club meeting?:

Mr.--- pointed out that as program is very important all through the year, it would be valuable to discuss it at this time. Volunteers were asked for to give their ideas of what constitutes a good club meeting, what things should be taken into consideration in planning a club meeting.

Mr.--- felt that first leader should find out the boys' interests.

Mr.--- felt that using the boys' interests as a basis, leader might introduce into the meetings things that he felt would be valuable to the boys. He also suggested that groups might discuss topics of common interest such as "girls". He felt that with a younger group that is not very creative, the leader must do most of the directing himself.

Mr. felt that leaders should not only find out the interests of the club but the needs of the boys. Eg.-- if they are having any trouble in their trade.

It was further reiterated that what the club activities shall be depends to a large extent upon the age of the group and the facilities available.

Mr.--- mentioned that his boys live too far from the Foundation to gain from it as such. However, Mr.--- felt that it is up to the leader to bring the Foundation to the boys. It was pointed out that it is not necessary for the boys to come to the Foundation, that the Extension Department was devised because the boys lived too far from the Foundation to be able to take advantage of its facilities.



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Mr.--- asked where several of the boys are interested in a specific thing such as Arts and Crafts, what can he as a leader do to help the boys further this interest? Mr.--- suggested that he as a leader, recognizing the need, should help the boys find a place or way to further this interest.

What else can the Foundation offer the Extension Clubs beside leadership?

Mr.--- mentioned at the annual medical examinations offered free to all members, and the facilities available at Harvard Dental Clinic. Further it was pointed out that it is because these boys are not able to make full use of the Foundation that these boys are only charged 5¢ membership fee instead of the regular Foundation rate.

Mr.--- asked leaders to realize that they are only meeting these boys once or twice a week, and must not delude themselves by thinking they are giving a full time service. However, we must not forget the definite things that the Foundation does offer, e.g. medical exams, scholarships, Agassiz Village, showers, newspaper, etc. It was pointed out that it is up to the leader to educate the boys to take advantage of these things.

Mr.--- pointed out that different leaders have different interests and very often it is necessary for the club to be built up around the interests of the leaders. Also, there are the many facilities that are opened up as a result of affiliation with the Foundation that must be remembered in counting advantages of Foundation membership.

What program can be evolved in the community for the boys?

Mr.--- mentioned that he cannot get the cooperation from the newsdealers that he would like. Mr. --- felt that we cannot hope to get this in all cases because the newsdealers are naturally suspicious of the leader, wary of his purposes because the newsdealer may be exploiting their boys or may be afraid the leader will take the boys away from their work. Leader must impress on the dealer that



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we are helping him, sponsoring good-will towards him by the boys. Mr.--- suggested that one approach that might be used would be to go to the dealer as a referral from some influential person in the community.

Records.

Leaders were reminded that they should be keeping records on their street work and club work.

Validity of area report was discussed as follows: It was felt that both reading a former area report and learning about the area in order to write it up, helps the new leader to get oriented and if he has insight, he finds out a good deal as a result of making this survey.

Most leaders felt that club reports were necessary although some questioned that these should be required every week. It was pointed out that records are good for another leader coming in who is going to take over the club. How the boys behave should go into the record and this is a reminder to the leader himself as well as for a new person coming. Records give a new leader a clear picture of the club he is about to take over. Also, they are good as checks and measurements of the work done; records are necessary to show what has been accomplished and what is still to be done, and how far leader has progressed.

Although it was felt by some leaders that monthly records should be enough, Mr. --- pointed out reports are very necessary because otherwise the leaders forget small incidents and as a result the record is not exact, therefore does not have a true value.

Medical examinations:

The medical clinic is open on Tuesday and Thursday evenings. The exam is a very thorough one and the boys can be brought to the clinic in the carry-all. It is very essential that leaders get their boys in on time. It was requested that a schedule with approximate dates be submitted by each leader to Miss--- and a definite schedule will then be drawn up.



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Reception of Principals and Teachers on Thursday, Nov. 14.

Those leaders who could were asked to come in to the Foundation to talk with the teachers about the Extension work.

Other Announcements.

The Foundation will be open on Sundays in the future. The game room will be used and other activities will be worked out later.

Checks and expense money were distributed and leaders were asked to have expense sheets in by the following Tues.



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EXTENSION LEADERS' CONFERENCE

PRESENT:

In the absence of Mr.--- conducted the meeting.

It was announced that the next meeting would be held on Saturday, Dec. 9, at 9:30 a.m,

STREET TRADERS JOURNAL:

Miss --- will be at the Foundation on Wednesday evenings to work with any who want to come in to write for the newspaper. We want a small representative group. Earl and Perry --- of --- were suggested as prospects. Mr. --- consented to send in the name of a boy who is also interested in tutoring and will come in if he may go to this too.

SCHOLARSHIPS:

Leaders should send names to Mr.--- of any high school senior or junior who wants to join the Scholarship Preparatory group.

BASKETBALL LEAGUE:

Announcement of the League set-up was made. A question arose as to whether the boys want a league or want to just come in and play. It remained unanswered, but as League plans continued it assumed that this is what is wanted.

AREA SURVEY:

Assistant supervisor read a survey of Everett written in 1938. This showed the value of the survey, among other things, to give a new leader coming into a district a picture of the area--boys' hang-outs, etc.

An outline for the area survey was presented by Mr.--- and leaders were requested to write reports, following this outline, and get them in as soon as possible.

1. Area

A. Definition of limits in which leader works



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Mr.--- suggested that other areas which might be worked be included.

Mr.--- suggested that a survey of the entire community, with a special part on the section in which leader works.

Mr.--- It was pointed out that some sections are too big for this.

Discussion followed and it was decided to define the limits in which leader works and any other description up to leader's discretion.

B. Physical makeup of the area - general description

C. Characteristics significant to leader

D. Street Trades

1. Newboys - where they sell, number, distributing centers, corners most frequented, who owns them, etc.

2. Shine boys - (same categories)

3. Other street traders (same categories)

E. Facilities - recreational

1. General

2. Those that can be utilized by clubs, including names of key people.

CONCLUSION:

The Extension Council, like the Commonwealth, has had representation from all areas. This year we should again get representation from various clubs, get them actively participating in the Commonwealth and have them actually plan events. Last year a number of boys representing different areas were elected, but many of these boys are not active members in the Extension this year, so that for the remainder of this year it will be necessary to replace these boys with new representatives.

There is the difficulty of the frequency of meetings and conferees, which it was felt can be taken care of from Commonwealth and we will have boys who cannot come to meetings if they must say for home. Meetings can be held every two weeks with occasional meetings in between.



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Appendix IVEXTENSION LEADERS' MEETINGPRESENT:

Mr.--- emphasized that now is the time to pick up the threads of where we left off before the disruption made by the Christmas holidays.

Leaders were reminded to turn in Expense Accounts and Membership Participation Statistics. Also, Weekly Reports on club meetings, etc. should be turned in each week to Miss.---. Leaders should plan for Medical Examinations for February and following. During the months of February and March, it will be easy to get the boys in; later with warm weather it will be more difficult.

We need a few new leaders. Leaders should notify Mr.--- if they know of any.

Savings and Newspaper. Contributions to both should come in.

The Foundation has received a donation of 400 pairs of gloves. If reader knows that boys that particularly need gloves, let us know so that we can get them to the boys. All sizes are medium.

COMMONWEALTH:

The Extension Council, now the Commonwealth, has had representation from all areas. This year we should again get representation from various clubs, get them actively participating in the Commonwealth and have them actually plan events. Last year a number of boys representing different areas were elected, but many of these boys are not active members in the Extension this year, so that for the remainder of this year it will be necessary to replace these boys with new representatives.

There is the difficulty of the frequency of meetings and carfare, which it was felt can be taken care of from Commonwealth fund to reimburse boys who cannot come to meetings if they must pay for these. Meetings can be held every two weeks with committee meetings in between.



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It was suggested that there be one representative from each leader instead of from each district, as formerly, thus making proportional representation, (Mr.--- suggested having sub-councils from each area with each council electing a representative to the Commonwealth) Mr.--- suggested that there might, however, be the practical difficulty of a chance of a breakdown when there are so many committees. Further suggestion was to have one representative from each district and in addition, where there is more than one leader in a district, have one representative for each leader -- thus combining representation geographically and proportionally. Mr. --- suggested representation from each club, thus there will be a direct influence of the Commonwealth on the boys. This last was decided. Elections should be held this coming week and boys should be asked to come to the Foundation at 7 p.m. on Tuesday for Commonwealth meeting. Their names and addresses should be turned in to Mr.--- on Wednesday. Mr.--- suggested that leaders keep track of the boys who are runners-up in elections so that if the representative drops out, the runner-up can take his place.

TUTORING SERVICE OF FOUNDATION:

If a boy asks for help in a subject, leader should see Mr. --- about having this taken care of.

REPORT OF A CLUB:

This report included Rear survey, Community organization and Contacts by leader, Approach to boys, Group activity -- in which it should be noted that there are no officers but a planning board --. Relationship between boys, Write up of prominent boys (all boys in club are newsboys) --including the role of the boys in the club, and Problems.

The first meetings of the club were held in a clubhouse in the back yard of the house of ----. Now the clubhouse is closed. Question is, shall the leader find another place for the boys to meet or leave things as they are, having the gym for basketball with a meeting afterwards in the locker room of the gym.



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Mr.--- suggested that it is difficult to get down to business after a basketball game and leader should get a meeting place besides the gym so that the focus of the group will not be just on basketball.

Mr.--- explained that --- is different from the other boys because he is more interested insocial-co-ed life and the other boys are more athletic. Therefore, they have been asked to meet no longer in the clubhouse. Mr.--- suggested that --- be followed up even though he is no longer in the club. Mr.--- reported that except for this one boy, there is good team spirit between the boys, whereas --- spirit was different. It was felt that since the boys do not want ---, he comes from a better class family financially and has joined another club, he simply be dispensed with. Mr.--- felt that one meeting a week with basketball and a meeting afterwards is all that is necessary, but it was pointed out that the boys should be kept interested in other things besides basketball so that when the basketball season peters out, the club will not disintergrate. Mr.--- suggested that Mr.--- follow up --- to get his side of the story, to find out the reason why this has taken place and whether he has specific needs of the Foundation, whether there are any problems, etc. Mr.---- suggested that if--- cannot be worked with on a club level, he might be made a Suburan member.

QUESTION OF WHETHER A LEADER SHOULD BE CALLED "MR."

Some leaders reported that their boys call them by their first name and that their boys seem to have the same respect and also that he is one of them. Mr.--- felt it is a question of relationships. If we are having a club on a professional relationship, then we can get familiar with them but their relationship toward us is formal. The question is, since we are meeting them on the street, are we meeting them on a professional level; also, there is a limit to how personal we should let them be. Mr.--- felt it is a question of social level. e.g. that the type of boy Mr.--- has does not feel at ease in calling him Mr.--- Mr.--- quoted "What's in a name?" Mr.--- felt that a lot depends on how one is introduced in the first place. Mr.--- reported that an article on case work techniques said that



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in professional case work, the personal relationship should not be used. Mr.--- felt, using the ministry as an illustration, that also professional and personal relationships go hand in hand.

It all boils down to the fact that whatever the leader is called, we must not forget the part that hero worship plays in the life of the adolescent boy and must give the boys something to look up to. The boy's attitude toward the leader is not so much determined by what they call him as by the leader's attitude toward them.

Mr.--- reminded leaders that it is necessary to make home visits to interpret to the parent the type of agency of which these boys are a part.



Appendix V

Criteria for Judging a Group's Progress. Taken  
from--- Studies in Group Behavior---Grace Coyle.

1. Does the leader establish and maintain an effective relationship with his group?
  2. What positive contribution does he make to its activities?
  3. Does he adequately and convincingly represent significant and constructive values?
  4. Does he preserve a sincere relation to his group?
- 
1. Does the leader have sufficient contact with the indigenous leaders of the group to assist them where necessary in the management of the group's affairs?
  2. Is the leader sensitive to the personal needs of members of the group? Does he handle such situations wisely? Does he know how and where to refer the situations which he cannot handle?
- 
1. Is the group permeated with sufficient good will and mutual understanding to create group cohesion and to provide an encouragingly secure environment for individual growth?
  2. Are the hostilities and conflicts handled in such a way as to relieve individual tensions without injury to the group and to direct the feeling where possible to useful ends?
  3. To what extent are individuals able to find within the interweaving of social interactions opportunities which meet their particular needs?
- 
1. Is the group as self-governing and self-directing as its stage of development makes possible?
  2. Is participation in the group's control widespread, interested and intelligent?
  3. Is the group showing itself capable of selecting leaders equipped to manage its affairs?
  4. Is the type of leadership encouraged by the group experience constructive and creative?
  5. Does the power to carry through an enterprise arise inherently out of the common concern for its accomplishment?



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Appendix V

1. Are these activities rooted in vital interests and is provision made for the variety of interests in the group?
  2. Does the program encourage initiative and creativity from its participants?
  3. Is the program developing so that new learning on advancing levels is taking place?
  4. Are the subjects or projects handled so as to give a sound and adequate understanding adapted to the needs of the members?
- 
1. Does the group show a healthy esprit de corps which is both fairly steady and well distributed?
  2. Has the group developed methods of expressing its group feeling? Do these expressions provide an enlarging experience for individuals? Do they support the cohesion of the group? Do they aid its relation to other groups?
- 
1. Has the group had contacts with other similar groups? Have these resulted in wider sympathies, increased understanding and an ability to cooperate with other groups?
  2. How is this group affecting community relations? Is it reinforcing social factors which are constructive in the community? Is it breaking down useless or harmful barriers?
- 
3. Is this group taking an active part in community affairs?  
Is its participation founded on intelligent understanding?  
Is it motivated by a vital interest in the social good as the group understands it? Will such activities contribute to an active and public spirited participation in the local political, social, and economic issues of the community?



Appendix VI

Sample of a weekly leader's club report form used at the Burroughs Newsboys Foundation, but subsequently revised.

WEEKLY CLUB REPORT

Leader-- -----No.-----Date-----

Club---- ----Center-----Enrollment-----Attendance--

Hour of meeting-----Competing Events-----Weather-----

State content of the meeting-----chronologically-----

State Attitude of members during meeting (general & deviants)  
(use names)

State problems brought out by meeting:

State No. of participants:	Discussion	Recreation
Active		
Passive		
Indifferent		
Antagonistic		

EVALUATION: Indication of individual growth in respect to self-direction, cooperation, responsibility.  
Indication of group growth:  
New knowledge or skill gained by individual or group:  
What have you as a leader gained from this meeting?



Appendix VII

Samples of Records kept by leaders at the  
Burroughs Newsboys Foundation.

FIELD WORK REPORT

Group:

Date

Weather: Clear and cold. Competing events--none Center:--

Leader:

Supervisor:

Agency:

Enrollment -7 Attendance - 7 Hour of meeting: 7:15-9:30

The meeting was held in the home of ---. It was held in the dining room about the table. --- older sister had prepared some fudge which she put before the group on several plates. The situation was such as to put the members at their ease.

At the beginning of the meeting the members were all in a fairly pleasant frame of mind.

Order of the meeting: Sec. report (this was given extemporaneously by ---) discussion of old business---New business---announcements by the leader---story told by leader game of fan-tan---adjournment of the meeting. note: there was also a discussion by members with the leader. dues collected at the end of the meeting.

Content of the meeting: At the beginning of the meeting the treas noted that it was the 44th meeting since the inception of the club. Then the report of the previous meeting was given by ---. The question as to what the leader had done about arranging for activities which the boys had listed as being interested in the previous week. It was agreed that basketball was the major interest and that the Foundation had provided for that sport. Leader agreed to see about arrangements for swimming for the group. Any night would do. ----wished to know why he was on the editorial board of the Extension paper and what was expected of him. Leader agreed to find out. Members wanted to know what plans were being made for some social life as dancing was one of the major interests of the group. Leader agreed



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to see if the group could be invited to interclub coed group on Sunday and would let --- know if they could come. A discussion regarding a hike followed. It was decided that the hike would start at 10:30 and that they would meet in front of ---- home. Plan to hike out seven miles---- have a meal of frankforts and potatoes, etc. and take street car home. It was decided that the group would meet at 6:30 hereafter. Next meeting at the home ofv----. Leader then suggested they supply the Extension paper with some material. They agreed to do this if the leader would supply them the envelope in which to mail the material. Leader then discussed with the group the laws of learning and the members plied him with questions about Botany which they are now studying in school. Leader told a humorous story (Zigen Berd'l) which had as its purpose giving the members some idea of their own folklore. Then a discussion of likes and dislikes and then a game of fan-tan and the meeting as adjourned.

All the members contributed something to each part of the meeting. All of the members were fairly cooperative during the meeting but tended to be somewhat noisy at times despite admonitions to quiet down.

--- and --- were the two least active during the meeting. They took a limited part in everything that went on.

While waiting for his car home, several members who accompanied the leader referred to the need of a permanent meeting place. When a definite meeting place could be found, it was suggested that another group of younger children could be organized. It was suggested that there was talk of trying to get an interest group of older people to sponsor a meeting place.

Remarks: This meeting was, I think, the most successful in as much as there was something doing from the start to the finish, each member taking part. The program was varied. A major program suggestion appeared when the boys discussed the starting of a younger group. Difficulty appears to be in length of time such a program would take to complete. Would interest lag? Would it be too ambitious a program?



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## Appendix VII

## SPECIAL CLUB REPORT

Leader: \_\_\_\_\_ Date: \_\_\_\_\_  
 Club: \_\_\_\_\_ Center: Enroll.7 Attend: 3  
 Hr. of meeting:9:30 Competing Events: Work-illness  
 Weather: Excellent.

Purpose of Report: Hike made to Blue Hills.  
The hike took place on Sunday as agreed. However as --- had to be taken to the hospital with an attack of appendicitis and three others had to work, only three members went on the hike.

We were driven out to the Blue Hills from Revere and left there at about ten a.m. The group climbed the trail up one of the hills. We descended at 1:30, ate lunch at the edge of the pond.

An attempt was made to bake potatoes, but this was impossible as we could not start a good fire. We then climbed the hill in the opposite direction to that of the morning and then went down to the state highway and hiked to the Mattapan Station where we took the street care into the city.

Attitudes of the members participating in the hike.  
None of the members exhibited the spirit I had anticipated.  
--- took an active part in the activities. --- did not show  
much initiative, but participated. --- did not enter into  
the spirit of the thing.

Problems.  
I was not able to get the boys to take the initiative in doing things connected with the hike or get them to do anything with any show of enthusiasm.

Evaluation:  
The hike was beneficial to me because I enjoyed it. It also gave me the opportunity to study the boys. Thus, --- appeared to be a quiet type, but a good sport. --- is a fairly active type, but not as bright as the others. --- had evidently been shielded at home to a considerable extent, the slightest discomfort brought forth complaints and he wanted to go home. He does not appear to be physically strong.



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Appendix VIIGroup growth:

When we started home from the hills we hiked for about one hour without coming within view of Mattapan Square. We came upon a sign which read 10 miles to Boston. The boys wanted to hitch-hike into town, but gave into the leader's suggestion that they continue to Mattapan Square. The boys obtained a sense of satisfaction from thus having completed the hike in its entirety. Of course there is a question whether this is of any importance in developing the determination to complete a task once it is begun.



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Appendix VIIWEEKLY CLUB REPORT

Leader:-----No. -----Date-----

Club:Rangers                      Center: Jefferies Pt.    Enroll.-----

Hr. of meeting:&amp;:30-9    Attend.: 5    Competing Events: none

Weather: Fair.

State Content of the Meeting chronologically:

This evening I met five boys with whom I hope to organize another club. I held their attention for a length of time by informing them of the Foundation's facilities. Then I answered questions. Some time was taken to fill out the applications for membership. A brief discussion on what a club ought to do for the individual boy and group was held, also several names were suggested for the use of this club.

State Attitude of Members during Meeting:

(general ' deviants)                      ( Use names)

Attentive and orderly

State Problems Brought out by Meeting:

State No. of Participants:	<u>Discussion</u>	<u>Recreation</u>
Active	5	
Passive		
Indifferent		
Antagonistic		



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Appendix VII

**Evaluation:** Indication of individual growth in respect to self-direction, cooperation, responsibility.

Indication of group growth:

New knowledge or skill gained by individual or group.

What have you as a leader gained from this meeting?

WEEKLY CLUB REPORT

Leader:-----No.2----- ---Date 3-6-40

Club: Rangers Center: Jeffries Pt. Enroll. 6 Attend. 10

Hr. of meeting: 7-9 Competing Events: none Weather: fair

State Content of the meeting: chronologically:

At this meeting the boys whom I had contacted on the street brought in a few more and they were ready to organize a club. Much discussion was held upon a suitable name and the "Rangers" was agreed upon. The boys then elected their leaders, pres., sec., and counsellor. A discussion on dues led to the acceptance of the idea. A rule to deprive membership to a boy being absent for three consecutive meetings without good reason was accepted. Much of the time was taken up in informing the boys about the Foundation and in answering their questions.

State Attitude of members during meeting:  
(general & deviants) (Use names)

Very attentive to what I had to say and friendly toward one another with the exception of --- who made considerable fuss over his election as counsellor. We had to elect another.

State Problems brought out by Meeting:



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State No. of Participants:	<u>Discussion</u>	<u>Recreation</u>
Active	10	
Passive		
Indifferent		
Antagonistic		

Evaluation: Indication of individual growth in respect to self-direction, cooperation, responsibility.  
 Indication of group growth.  
 New knowledge or skill gained by individual or group.  
 What have you as a leader gained from this meeting?

This "natural group" promises to become another club in the Extension program.

-----

None of these records are as detailed as "experts" would like to see nor do they make any effort to follow-up on individual problems. However, it was not always because the leader was not aware of such needs. From time to time a personality or health difficulty would be brought to the attention of the supervisor. But in general there was no consciousness of the basic needs of the membership. Most of the leaders dealt with the apparent needs of the members, and supervision was not adequate enough to insure anything more.

The phase of supervision which most agencies consider as a minor and incidental part of their program - that of



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seeing that leaders regularly and conscientiously carried out their assignments was a major, though not paramount aspect of the supervisory process. The dispersed nature of the Extension program, the wide area covered and the distances which had to be travelled to reach a club offered great temptation to the average leader to skip a period if there was any sort of adequate reason for doing so. Also, some leaders were not averse to cutting their club meetings short. It was only by assuring recognition to the conscientious leader and by a careful check on all that this type of laxness was avoided. For although most of the leaders expressed a desire to do this type of work the real difficulties they faced were apt to discourage them. They did not have any "professional" honor at stake and consequently tended to be lax at times unless continually kept aware that they must answer for all work which was their responsibility.

In order to facilitate this type of supervision each leader was required to complete a summary of his work for the week. This was turned over to the supervisor and enabled him to keep an adequate check on each leader and to know the state of his accomplishment. The provision for notation of any special problems and the



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knowledge on the part of the leader that the report was definitely read by the supervisor made its use of real value. This record was required in addition to the<sup>1</sup> weekly reports and was more immediately useful.

---

<sup>1</sup> For revised record form see appendix VIII



Appendix VIII

Revised record form utilized by leaders at the  
Burroughs Newsboys Foundation.

EXTENSION DEPARTMENT

Report of----- for week of-----to-----19

Working in following areas-----

Number of club meetings-----

Number of boys in each club-----

1 -----  
2 -----  
3 -----  
4 -----

Total membership---

Total attendance at club meetings-----

Number of activities outside of club meetings-----

Number in attendance at outside activities-----

" of membership applications turned in(not incl. sub)---

" " street contacts-----

" " suburban members signed up-----

" " news agencies visited-----

" " home visits made-----

" " " " for Agassiz Village-----

" " news articles returned this week-----

" " boys brought in for medical examinations-----

Amount of waste paper collected and sold by members---

Number of defense stamps sold (denomination and number)----

Special Notes (State any particular problems or special work)

Appendix VIII

Revised record form utilized by leaders as the  
Baroness's Newboys' Foundation.

EXTENSION DEPARTMENT

Report of ----- for week of -----  
Working in following areas -----  
Number of club meetings -----  
Number of boys in each club -----  
1 -----  
2 -----  
3 -----  
4 -----  
Total membership -----

Total attendance at club meetings -----  
Number of activities outside of club meetings -----  
Number in attendance at outside activities -----

" of membership applications turned in (not incl. sub) -----

" " attract contacts -----

" " suburban members signed up -----

" " new agencies visited -----

" " home visits made -----

" " " " " " for Agents' Village -----

" " new articles returned this week -----

" " boys brought in for medical examination -----

" " amount of waste paper collected and sold by members -----

" " number of defense stamps sold (denomination and number) -----

" " Special Notes (state any particular problems or special work)

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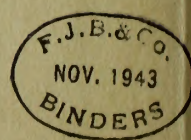
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